

**ASSESSMENT OF THE EFFECTIVENESS OF COMMUNITY SECONDARY
SCHOOLS BOARDS ON SCHOOL PERFORMANCE IN RUKWA TANZANIA.
THE CASE OF SUMBAWANGA DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and recommends for acceptance by the Open University of Tanzania a dissertation entitled; *“Assessment of the Effectiveness of Community Secondary Schools Boards on School Performance in Rukwa Tanzania. the Case of Sumbawanga District, Tanzania”* in partial fulfillment of the requirement for the degree of Master in Education Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date

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DECLARATION

I, **Amani Mustapha Mlimbi** do hereby declare that this dissertation is my original work and that it has not been presented to any other College, Institution or University other than Open University of Tanzania in Rukwa for academic credit.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my wife Josephine Mlimbi and My mother Doricas Ndosu for their efforts' and encouragements towards ensuring that I successfully acquire the right education. Also, I would like to dedicate this work to my brother and Sister, Fadhili Mlimbi and Loveness Mlimbi for the supportive encouragement and empowerment they gave me during the entire period of preparation of the study especially during data collection period.

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ABSTRACT

The purpose of this study was to assess the effectiveness capacities of community secondary school boards on school performance in Tanzania. The study was conducted in Sumbawanga district in Rukwa region. The study aimed to meet the following specific objectives; to identify the essential competencies of school boards, to establish the extent to which experience as Heads of the Schools influence Community Secondary School Boards, to explore the challenges that limit the school boards competencies in fulfilling their duties. The study targeted Board members, Head of the schools, educational officers, teachers and other educational stakeholders. The District has 18 community secondary schools out of which 10 schools were studied. The study employed mixed methodology whereby both qualitative and quantitative approaches were used. The study adopted cross-sectional research design. The purposive and stratified sampling technique was employed. Focused group discussion and interview guide questionnaires were used for collection of data. The challenges facing the school boards have also been explored. These include; poor nomination of board members by heads of schools, lack of orientation and training, inadequate skills in management and administration. The study recommended that majority of members of the school Board Member should have at least post secondary academic qualification and be trained in financial management; capacity building is needed to enhance the current status of effectiveness of the school boards. The researcher suggests that another comprehensive study on school boards in Tanzania should be conducted to cover a wide study area for both private and pure government schools in order to allow generalizations for the whole country.

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ABBREVIATIONS AND ACRONOMY

BEST	Basic Education Statistic in Tanzania
BMs	Board Member
BoG	Board of Governors
BoM	Board of Management
DED	District Executive Director
DEO	District Education Officer
DSEO	District Secondary Education Officer
ETP	Educational Training Policy
FGD	Discussion
KANU	Kenya African National Union
LEA	Local Educational Authority
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoEVT	Ministry of Education and Vocational Training
NGOs	Non Government Organizations
OECD	Organization for Economic Co-operation and Development
OUT	Open University of Tanzania
PEDP	Primary Education Development Plan
RAS	Regional Administrative Secretary
RC	Regional Commissioner
REO	Regional Education Officer
RSA	Republic of South Africa
SASA	South African Schools' Act

SARA	Support for Analysis and Research in Africa
SEDP	Secondary Education Development Program
SEMP	Secondary Education Master Plan
SGBs	School Governing Bodies
SMCs	School Management Councils
SSTA	Scottish Secondary Teachers Association
TIE	Tanzania Institute of Education
TAMONGSCO	Tanzania Owners and Managers of Non Government Schools and Colleges
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

Education is the key to shaping a child's future, by "fostering a deeper and more harmonious form of human development and thereby reducing poverty, exclusion, ignorance, oppression and war" (Delors, 1996, p. 13). Education contributes to the socialization process within a society, whereby people continue to pass on to younger generation's knowledge and understanding of the activities of the society and how to assume responsibility (Goode, 1977). It is through socialization processes that individuals acquire values, norms and attitudes. It is these "values and ideals that give significance to our lives, and from the experience we priorities, live them and these values are iterative" (Hall, 1996, p. 4). Any education given by a group tends to socialize its members, and "the quality and value of socialization depends upon the habits and aims of the group" (Brown, 1970, p. 22).

Effective schools have consistently drawn attention to the importance of strong educational leadership, and indeed, it is an important characteristic (Lavine & Lezotte, 1990). Leadership is the key to achieving education standard and effective schools (Sammons, Hillman & Mortimore, 1995). Change and sustained improvement are extremely difficult, if not impossible, without good leadership, particularly where whole school change is sought (Hill & Crevola, 1999). School leadership has become an urgent policy issue as an integral component of the drive for more effective schools, raised achievement, and public accountability (Riley & Macbeth, 2003). Interwoven with the

principal's leadership influence over the beliefs, actions and values of teachers are the activities that involve leading, managing and coordination within schools for change to take place.

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends. The purpose of community secondary learning and development is to develop the capacity of individuals and groups of all ages through their actions, the capacity of communities, to improve their quality of life. Central to this is their ability to participate in democratic processes the community secondary school board established for each government secondary school. The main functions of school boards, including their role in principal selection, the constitution of school boards, the proceedings of board meetings, and the responsibilities associated with financial and reporting requirements. As countries seek to adapt their education systems to the needs of contemporary society, expectations for schools and school managers are changing. Many countries have moved towards decentralization, making schools more autonomous in decision making and holding them accountable for their actions (OECD, 2008). The success of a school may be determined by the skills and experience of the board members.

The South African School Act (SASA) of 1996 created School Governing Bodies (SGBs) that include the principal, elected representatives of parents, teachers, non-teaching staff and students. Section 21 of SASA mandates the SGBs to be in charge of maintaining schools' property, purchase of textbooks, educational materials or equipment and pay for services rendered to the school. The school board is responsible for the school's strategic direction. School boards include elected representatives from the school and wider community and play a vital role in representing the views of constituent groups. The School Board is responsible for regular communication of school board matters, priorities and achievements to constituent groups within the school community including: parents and careers, staff, students, and representatives from the wider community.

1.2 Background of the Study

Education is a tool that is used to improve human lives, it creates wealth and happiness. Various reports attest that educated people have longer life expectancies compared to uneducated ones because they are really aware about health education (Kezar, Frank, Lester, & Yang, 2007). The idea of managing schools through advisory boards/committees in Tanzania has its roots in the colonial education system and continued to be practiced in the succeeding years after Independence. Nguni (2005) asserts that the practice has always been in conformity with educational reforms that have been taking place world-wide in the name of education decentralization and restructuring.

In 1961, School Advisory Boards were established in all Post Primary Institutions and Colleges of Teacher's Education all-over the country following the institutionalization of the Education Ordinance Act No.37 of 1961, although the Act itself did not specifically define and articulate the roles of these school boards/committees (Lweja, 1983). The school boards were established by the Education Act No. 25 of 1978 – section 39(3). The rationale behind was to institutionalize a sound administrative and management system of secondary schools in Tanzania to ensure an increased sound community opinion generally in all school affairs. The purpose was improvement in delivery of education services through community involvement. As a result the country has witnessed large scale education reforms taking place in the country since the mid 1990's and early 2000's. The Education and Training Policy document (ETP, 1995), categorically stipulated the major changes desired in the overall system of education practice and education delivery in Tanzania.

The major aims were to achieve increased enrolments in schools, equitable access to schooling opportunities, quality improvements of the structures in schools, expansion and optimum utilization of the facilities available in schools as well as improved operational efficiency throughout the education system (ETP, 1995). The policy also aimed at enhancing government-private partnership in the delivery of education, broadening of the financial base for cost effectiveness of the education delivery, and streamlining education management structures through the devolution of authority to schools, local communities and Local Government Authorities. The Sector Development Programme (SDP) of 2001 revitalized the (ETP) document and its inputs by shedding more light on what was envisaged and desired through the policy of Decentralization by

Devolution. As countries seek to adapt their education systems to the needs of contemporary society, expectations for schools and school managers are changing. Many countries have moved towards decentralization, making schools more autonomous in decision making and holding them accountable for their actions (OECD, 2008).

According to the second phase of Secondary Education Development Plan (SEDP-II, 2010), a well managed organization should give better outputs to its clients. The quality of an education system can be reflected in the kind of graduates coming out of the system and in the long run, it will show it's multiplying effect in the country's development (socioeconomically). Good governance is the cornerstone for effective utilization of human capacities towards enhancing the efficiency and effectiveness in the provision of secondary education. This level of education still has many managerial challenges including the institutional arrangements, some of the philosophies or policies and operational structures present today, and 'managerial-competencies' of the education managers (URT, 2004).

There have been a number of studies done on Boards of Governors, currently Board of Management for instance a study by Olembo (2001) recommended that BoG members should have at least form four level of education and also be trained on educational management. Mestry (2004) as quoted by Madikela (2006) argues that school governing bodies in South Africa had problems in drafting of budget, writing financial statement, financial policy and control of finance. Mestry (2004) recommended training as a remedy. Magiri (2005) noted that newly elected BoG members' competency is affected by inadequate induction on their responsibilities, low education, inadequate exposure

and inexperience. The critic from various education stakeholders has raised concern as to whether the members of the school boards have the required standards to meet today's challenges in school management and administration. For instance, Stephen, D (2005) claimed what's desperately needed; however, is not just another indictment, but a deeper analysis of the strengths and weaknesses of these boards and what can be done to improve them. He said that, it is needed a clearer picture of what is and is not known about the specific features and program attributes that can influence leaders' beliefs and behaviors in ways that improve student learning. A clear-eyed examination of how evolving local and state-level regulations influence, for better or worse, what leader-preparation programs deliver.

Modern challenges in school management demands that BMs develop competencies in order to deal with their responsibilities effectively. Such competencies include communication, delegation, team building, project management, critical thinking coordination, directing, innovation, budget analysis and monitoring of expenditure. (www.scielo.org.za 2017). Studies done have shown that some of the ways of determining the level of competency include formal education, on the job training and experience , others hold that personal characteristics hold the key to effective work behavior (www.mindtools.com 2017). These are the variables to be discussed in this study. According to the organization of economic cooperation and development (OECD 2008), school managers across the world have a demanding set of roles which include financial and human resource management. In United States of America, School councils are mainly responsible for the control of school budgets. These bodies have delegated budgeting powers as a way of increasing the involvement.

Bhagawat (2001) conducted an investigation into how the school boards have redefined the functions and performance of secondary schools. He reports that the heads of schools did not resist the inclusion of other stakeholders but decided to gradually bring them on board and still had much to attain in this regard. The heads of schools were used to a situation in the school where they were in charge and in authority. However, with the introduction of democratic governance the inputs of other stakeholders are to be considered. It is possible that the heads of schools may still regard themselves as the only authority figure, thus monopolizing power. In view of the fact that democratic school governance includes the participation of other stakeholders, we may find a situation where the chairpersons of the school boards might not accept the heads of schools' domination. For instance,

Baloyi (2002) discovered that school boards were mainly dominated by heads of schools that had the final say in their proceedings whereby community and teachers were mere spectators. Managerial capacities and empowering different education managers including head of schools, ignoring the most and crucial part in promoting the school administration which is the school board. The school boards as part of school community play a vital role in setting the direction for successful schools. The success of a school may be determined by the skills and experience of the board members. Central to the government practice of restructuring and initiating the local reform programs and the first to be established were School Boards to foster community democratic participation in educational activities. This was aimed at ensuring sound administration of schools and increase of sound community opinion in the school affairs.

This paper assess the managerial capacities of community secondary school boards in improving students' performance in Tanzania; with special focus on the practice, experience of the school managers to influence the school board member on performing their duties and challenges. The questions of familiarity on educational provisions, laws, rules and regulations guiding education system, their professional qualities of ethics and conduct of such boards towards the improvement of education quality and students performance in the decentralized education system as well as the realization of the educational goals of Tanzania is of great concern in this paper . The importance of school board members as resources in education process against the ability of BMs to be effective in the management and administration of school in different activities and financial management there is need for immediate attention and proactive approach to provide a comprehensive and long term solution. It was therefore the intention of this study to assess the effectiveness of community secondary school board toward student's performance at Sumbawanga Districts in Rukwa Tanzania.

1.3 Statement of the Problem

A point raised by the reports on the implementation of the SEDP suggests that there have been quantitative achievements in the past ten years. According to Mrutu, (2007), enrollment expansion, teacher recruitment and employment, construction of classrooms and sanitary facilities, provision of teaching and learning materials, as well as provision of pre-service and in-service teacher training reveals that education has been expanded to a greater extent. The enrollment expansion and more schools that have been built are raising concerns to increase the number of managerial personnel including the members of school boards of the local community schools.

The experience shows that the members of school boards are being nominated by the heads of the schools basing on immeasurable traits (Heystek, 2004). Such characteristics of nominating the members of the school boards include being above 18 years of age, being a member of the region where the school is located and that a member should have an influential power to organize and mobilize the community on issues regarding their participation in school matters. The school board is then approved by the Regional Commissioner (RC) on behalf of the Commissioner of Education with the major role of encouraging and advising the school administration on various matters related to academics, discipline and financial affairs of schools. Some of the literatures have shown that heads of schools plays far greater roles than the members of the board representing non-educator staff, parents and learners.

Despite the level of performance that the members of school boards have, the existing knowledge doesn't reveal the positive achievements up on the duties and responsibilities that they assume towards performance in community secondary schools. Besides, there is no binding literature on the best ways to prepare and develop highly qualified candidates of the members of the school boards. This calls for a need to assess whether the school boards have the required managerial capacities to perform their duties and responsibilities more effectively toward student's performance as required. There is no study done in Sumbawanga District on the effectiveness of the community secondary schools board management toward student's performance. In view of the above gaps and bearing in mind that effective management of school affects the quality of teaching and learning, it was imperative that a study be done in Sumbawanga district to establish capacity of the community Secondary school board in managing the administrative

system in the community secondary schools. In particular the factors that influencing their effectiveness in management such as level of competence of the school board, experience and challenges.

1.4 Purpose of the Study

The purpose of this study was to investigate factors influencing effectiveness of schools Board of Management in public secondary schools in Sumbawanga District, in Rukwa.

1.5 Objectives of the Study

The study comprises two objectives namely; the general objective and the specific objectives. These objectives are described below as follows;

1.5.1 The General Objective

The general objective of this study was to assess the effectiveness of community secondary school boards in improving performance on secondary school.

1.5.2 The Specific Objectives

The study will aim to meet the following specific objectives;

To identify the essential competencies of school boards on school performance in Sumbawanga District.

To examine the experience skills as school managers influences school boards competence in management on school performance in Sumbawanga District.

To examine the challenges facing the school boards in management on school performance schools in Sumbawanga District.

1.6 Research Questions

In order to achieve the set objectives above, the proposed study was expected to answer the following questions;

To what extent the school boards familiar with their duties and responsibilities in community secondary schools in Sumbawanga District?

How does experience influence school board competence in fulfilling duties and responsibilities in community secondary schools in Sumbawanga District?

What challenges do school boards face on school management in community secondary school in Sumbawanga District?

1.7 Significance of the Study

The findings are expected to help educational policymakers, planners and other education stakeholders, especially those at local and national level at large, on possible policy options for effective and efficient management and administration strategies towards the operation of the school boards. More specifically, the study is significant in the following manner;

The findings of the study may be useful to the MoEVT in formulating policies related to the management of public schools to take into account the effectiveness competencies

required for the persons to serve as members of school board member to both public and private schools.

The findings may also be useful to the sponsors in identifying those to be nominated in the School Board. Tanzania Institute of Education (TIE) may use the study findings to plan training programmes for School BMs especially in the public school. The study will add the information to the existing literature on the practice, challenges and measures to improve the secondary school boards.

Data obtained will unlock the potentials for the local community developments towards achieving 2025 development vision both at district and national level. That is, the study will sensitize the public on the need for effective participation in the current and future development process through education or information flow.

The study will also provide a room for the school boards to explore the potential areas which need to put more emphasis and efforts when delivering their service. That is, the education stakeholders will find some appropriate measures that will rectify and enhance community secondary school boards as one of the main pillars in Tanzanian education system. The study may add to the field of knowledge and form a basis for further research.

1.8 Limitations of the Study

There were a number of challenges or few limitations encountered during undertaking this study. These challenges encountered by the researcher in the study as indicated below;

Communication skills; It was anticipated that the respondents might not interpret questions the way that I expected because of differing levels of literacy. Therefore, I used structured interviews on English and Swahili languages consisting of simple and short sentences which are easy to comprehend. Time factor have been an obstacle to this research because in most cases, a researcher had to conduct the study after working hours and during weekends. Therefore, a researcher had to work hard in meeting the Universities scheduled deadlines. Fear of the members of the school boards especially the chairpersons and heads of schools to expose the operational position and management practices of the schools was also a limiting factor. It was possible that participants would in one way or another withhold information from the researcher. A researcher therefore explained the purpose of the research to the participants ensuring them of confidentiality and anonymity of their responses to cab their fears so that they could openly provide information. The respondents provided information touching on their own behavior and experiences; therefore the accuracy of information and honesty may be affected. However, the researcher assured the respondents on the confidentiality of their identity during the interview and the questionnaire items was also carefully designed so as not to seem to be prodding on the respondent's conscience.

1.9 Definitions of Key Terms.

In this study, some of the terms namely; assessment, management, secondary education, capacity, community secondary schools, school boards and academic performance are clearly defined to mean the following;

Assessment. In this study, assessment is referred to as the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.

Secondary Education. In this study, secondary education is regarded as the basis of an education system in which students are prepared to enter various fields of social-economic activities in a community including further studies.

Community Secondary Schools. In this study, Community secondary schools are schools established and developed by partnership between the government and the surrounding community members.

The School Boards. The statement “school board” is simply referred to as “the board” which means the trustees of a local school or higher administrative level with elected council that help to determine the educational policy in small community. The school board normally shares power with large institution such as the government’s department of education.

Effectiveness. Is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

1.10 Organization of the Study

The study was organized in five chapters. The first one was the introduction. This consisted of the background to the study, statement of the problem, objectives of the study, research questions, and significance of the study and limitations of the study also definition of significant terms. The second chapter consisted of the literature review which comprises of an introduction, an overview of School Board of Secondary Schools, School Board competence in management, Experience and Challenges they face in School and Board management. Chapter three described the methodology to be used in

the study. This included; introduction, research design, target population, sampling procedure and sample size, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. The fourth chapter was on data analysis and interpretation. Fifth chapter provides summary of the research findings, discussion conclusion, recommendations and suggestions for further research.

1.11 Delimitations of the Study

The scope of the study was confined to public secondary schools Secondary School Board Members, head teachers and other educational stakeholders in Sumbawanga District, Rukwa region and not all the public secondary schools were covered.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section intended to explore and review the available established knowledge relating to managerial capacities of secondary school boards through consultation and review of journals, papers, magazines, encyclopedia, books and internet surfing. Under this chapter, the competences and effectiveness of members of the school board will be displayed. It is also a section where practice and challenges of the school boards are revealed as well as providing the basis of dealing with such challenges for the purpose of improving the status and quality of education in community secondary schools. A summary of the chapter is going to conclude the chapter.

2.2 Theoretical Framework

The study will be guided by the administrative theory as expounded by Henry Fayol who was a French mining engineer and chief executive (1840-1925). Fayol developed a theory called Administrative Management theory. His major aim was to improve management ability by increasing managerial activities in which managers are involved. Fayol discovered that in any organization there were technical and managerial activities being carried out. He further argued that managerial activities increased in importance and technical activities decreased in importance as one moves from the lowest level to the highest level of the organization (Nyongesa, 2007). Further Fayol outlined several managerial processes sometimes referred to as functions of an administrator. He stated management would involve planning or forecasting which is deciding the course of

action that will lead an organization to achieve its goals. Planning can be long term, middle term or short term. Secondly we have coordinating, this is making sure that the resources and activities of an organization are working harmoniously to achieve organizational objectives. While controlling is assessing the extent to which the organization has achieved its objectives.

This theory is applicable to this study since Communities Secondary School Board are faced with the enormous task of managing institutions. Most of Community Secondary Schools Board strives to improve their ability through various ways such as training, team building and benchmarking.

In United State of America Board members, by and large, possess accurate information about their districts and adopt work practices that are generally similar across districts. But there is little consensus about which goals should be central.(Shober, 2014) U.S.A school board members generally show themselves to possess reasonable *knowledge* of district conditions except when it comes to academics. They demonstrate accurate knowledge in four of the five areas that we examine (school finance, teacher pay, collective bargaining, and class size). They appear less knowledgeable about the rigor (or lack thereof) of academic standards in their respective states: Members' beliefs about the stringency of those standards are divorced from the actual difficulty of those expectations. Board members are also quite divided in their *focus*, or the priorities that they hold for their districts. There is little consensus that improving student learning is as important as or more important than other concerns, such as the "development of the whole child" and not placing "unreasonable expectations for student achievement" on

schools. Most board members utilize a variety of *work practices*, such as participating in training in budgeting and student achievement issues, but most devote fewer than four full days per month to board matters, and most are not paid for their work. School boards are by legislation valid and legitimate governing bodies in their own right.

Elementary-secondary education in Canada is governed, almost exclusively, at the provincial (ministry or department of education), school board, and school levels (Lessard & Brassard, 2005). In Canada the authority of school boards is established by provincial legislation that sets out the parameters, mandate, duties and powers of the boards (Shields, 2007). School boards are responsible for directing the activities of their school district in terms of organization, strategic planning and operations, and accountability for finances and student learning. School board members do not hold administrative positions, but are members and representatives of the public and are legally responsible for the organization of schools (Shields, 2007). A school board functions as a legal entity that exercises its authority as a single corporate body. Within this structure, individual members possess no discrete authority (Carpenter, 2007); however, collectively they make and act on decisions related to the organization's mission, develop policies and monitor their implementation, establish decision-making processes, put in place control mechanisms for the allocation and distribution of power and resources, institute procedures for performing specific tasks, and self-evaluate (Kelleher-Flight, 2005; Ranson, 2008).

In the state of Illinois the local school board grew out of the town meeting, dating back more than 200 years to the original Thirteen Colonies. Times have changed, but the

basic function of school boards to day remains the same: to provide local citizen control over education at a point as close to the parent and child as possible. This means that the school board should represent the citizens of the school district not just some of the citizens, but all of them. Because different citizens have different ideas about schools, this responsibility always presents a challenge. The ultimate responsibility for education rests with the state of Illinois. The state has seen fit to delegate much of that responsibility to the local school board. School boards although elected locally are state agencies carrying out a state function. While school boards are granted wide latitude in governing their schools, they are subject to numerous state laws and regulations (IASB, 1976). The purpose of a school board meeting is to act the legal business of the school district through discussion and voting among the members. Because the school board needs to understand what the community thinks, most boards provide time at meetings for citizens to be heard. This is one way that boards can gauge the desires of the people they represent, even though persons who speak up at school board meetings often do not represent the entire community, or even the majority. Some boards also engage their communities through the use of surveys, citizens committees and public forums to determine the community's aspirations for its schools.

In Tanzania National Education Act No.25 of 1978 and its amendment No.10 of 1995 set the Government's path and direction in the decentralization of education management and administration. Important facets that were considered included fiscal, physical, human and administrative structures. In this regard, the country was able to define the managerial and administrative powers of School Boards thus enabling them to have legal mandates for executing their managerial duties and functions. Among the

duties assigned to them was to ensure availability of school physical facilities, financial resource management including budgeting and planning of school programmes, management of human resource and facilitating the implementation of the curriculum. Other duties assigned to them included monitoring, organizing and mobilizing parents and other community members to participate in self-help programs and schemes geared to soliciting funds and contributions for school academic development and general welfare improvement of schools (URT, 1982).

Boards of Management in the course of their responsibilities undertake both managerial and technical activities. Financial management is both managerial and technical for instance, monitoring educational programmers and checking accounts. The functions outlined by Fayol are related to Communities Secondary School Board responsibility of management for instance forecasting. Perhaps the single most important job of a school board is to employ a superintendent and to hold him or her responsible for managing the schools in accordance with state law and the school board's policies. The board also should set educational goals for the schools based on state laws and communities values and see that the superintendent and the total staff vigorously pursue those goals. The annual educational plans are tied to finances through budgets and must be coasted. Communities Secondary School Boards should have the competency to draw plans and allocate money. Communities Secondary School Boards should also ensure that the funded activities are going on as planned to achieve the set goals e.g. the construction school laboratory or library to improve learning. During school board meetings, expenditures incurred should be discussed and the student performance. School Board is also allowed to fix and control the school expenditure and setting of salaries for support

staff. To undertake this role effectively must Communities Secondary School Boards be well educated, experienced and well trained.

2.3 An overview of School Boards of Management

In Scotland, the School Boards were established by School Board Act of 1988. The School Boards in Scotland are in-charge of determining the overall policies, objectives and ethos at the school. They promote good public relations. (Kimando 2011). In New Guinea, the BoGs were created in 1970 following the establishment of Education Act, whereby each school was required to have a BoG of at least five, incorporating representatives of the community, head teacher, and a representative of the agency owning the school provided they did not form majority. The law requires the BoG to meet once a term (New Guinea Education Act 1970) and deal with management issues. In Senegal, the School Management Councils (SMCs) for upper and lower Secondary oversee the material, moral, academic, financial, health and MoE issues.

In England and Wales the great Education Act of 1944 brought the idea of Education Partnership. Davis (2004) reports that the responsibility of carrying out national policy for Education was distributed by the Act between the MoE, the Local Education Authorities (LEA) and the governors of individual Schools. LEA, the main governing body was charged with the responsibility of planning for school provision and determining the school budget, staffing, admission, employment, firing of staff, employing inspectors and advisors to monitor quality of education and determination of membership of governing bodies for schools. The Taylor Committee of 1977, according

to Davies recommended that in England and Wales parents, teachers and local communities should be represented in the school governing bodies (SGB).

In new Guinea, the BoG were created in 1970 following the establishment of Education Act, whereby each school was required to have a BoG of at least five, incorporating a representatives of the community. Head teachers, and a representative of the agency owning the school provided they did not form majority. The law requires the BoG to meet once a term (New Guinea Education Act 1970) and deal with management issues. In Senegal, the School Management Councils (SMCs) for upper and lower Secondary oversee the material and „moral“ activities of secondary schools which span from academic, administration to financial matters. The SMCs also ensure that secondary schools adhere to health regulations and respond to all questions from the MoE and Education Inspectorate.

The management of Education in Kenya during the colonial era was left in the hands of missionaries who provided schools with teachers, finances, and curriculum, spiritual and moral guidelines. After independence in 1963, the manifesto of Kenya African National Union (KANU) declared that education was exclusively a responsibility of the government, though Christian missionaries were still welcome to continue to participate in providing Education (Burgman 1990). To guide management of secondary schools the Education Act Cap 211 (1968), revised (1980), was enacted and Boards of Governors were established to manage public secondary schools on behalf of the government. This Act was further revised in 2013 and we currently have the Basic Education Act 2013 which has replaced BoGs with BoMs.

According to Tanzania Education Act (1978), school boards began following the order to establish national school boards before launching in 1979 in which every school had to abide. The Tanzanian's Education and Training Policy (ETP) of 1995 put emphasise on establishment of school boards and committees for management and administration of schools and colleges. This is found in ETP (1995), Section 4.0 on 'Management and Administration of Education and Training' whereby subsection 4.9 demands that 'all education and training institutions shall have school or college committees/ boards'. In addition to that subsection 4.10 says boards (in secondary school level) and committees (in primary school level) of education and training institutions shall be responsible for management, development, planning, discipline and finance of institutions under their jurisdiction'

2.4 The Competence of Secondary School Boards

In many countries both state and independent schools are discovering that the determination of the future of the institution is within the control of the members of the individual school boards, composed of elected or selected governors working with the head and teaching staff, each with a responsibility for a particular role in the process (Legate and Thompson 1997) in such a situation the need for schools to have competent school board members became crucial. Effective leadership by head teachers, school Board members and staff leads to high students' achievement. It harnesses the energies and commitment of staff, students, and parents and gives a clear direction for the benefit and development of the school. The competence of community secondary school boards in this study will be viewed in the roles played by members of the school board and the

characteristics of the members. These competences are further explained below as follows;

2.4.1 Competence in Roles Played by the School Boards

The school board has a wide variety of tasks and responsibilities. One of the most important things that the school board does is to establish a vision of a community school that reflects the consensus of the board, community and the government. Additional roles performed by the school boards include adopting a balanced annual budget and issuing the interim financial reports, adopting the school calendar, negotiating contracts with employee unions, closing and constructing schools (Segwapa, 2008). According to Xaba, (2004), an effective school board plays an important watchdog role in keeping your local school on track, and setting policies that affect your child and your school. The school board sets the vision and goals for the school district, and holds the district accountable for results. One school board member cannot do the job alone. Effective members of school boards contribute their unique talents while collaborating and working as a team with other members of the school board. On the other hand, the ASBA (2009) explained the roles and responsibilities of the school boards in terms of legislative, authority, planning, advocacy, leadership, direction setting, policy setting, decision making, delegation and accountability.

2.4.2 The Potential Attributes of Effective Members of a Secondary School Board

It should be noted that in order for school board to be effective, it needs to have effective members. Davis et al., (2005), provides the essential characteristics of members of the

school boards focused on moving the community schools forward and educating all students to meet high standards. These characteristics are as follows;

The members of the school boards must have clear vision for the community. They should set the vision and goals, and measure the success of the community and superintendent against the goals.

Effective members of school boards keep the public informed of the communities' progress and challenges. They must communicate their actions to the community through public discourse and written reports.

The members of the school boards should work as a team. They should collaborate well with others and respect each other board members and superintendent.

The members of the school boards should adopt a fiscally sound school budget. That is, they should pay attention to finances and regularly monitor the fiscal health of the community.

The members of the school boards focus on what is best for all students; they should focus on students' achievement and implementing policies that will ensure success for all students.

The members of the school boards should advocate at the local, regional and national level for public education; thus, they should take advantage of opportunities to

communicate the needs of public schools to other levels of government and advocate for strong public schools.

2.5 The Practice of Secondary School Boards in Tanzania

In this topic, the practice of secondary school boards is viewed in three dimensions which are categorized more specifically into; Establishment of secondary school boards, directives of performance and the rationale of having the secondary school boards in Tanzania. These categories are explained below as follows;

According to Tanzania Education Act (1978), school boards began following the order to establish national school boards before launching in 1979 in which every school had to abide. The Tanzanian's Education and Training Policy (ETP) of 1995 put emphasise on establishment of school boards and committees for management and administration of schools and colleges. This is found in ETP (1995), Section 4.0 on 'Management and Administration of Education and Training' whereby subsection 4.9 demands that 'all education and training institutions shall have school or college committees/ boards. In addition to that subsection 4.10 says boards (in secondary school level) and committees (in primary school level) of education and training institutions shall be responsible for management, development, planning, discipline and finance of institutions under their jurisdiction. ETP (1995), articulate that the members of the school boards include the Commissioner for Education or anybody the Regional Education Officer on behalf of the Commissioner and the heads of Schools. That is, every school board should have the following members;

One member from the organization that established the school.

The Regional Education Officer, who will represent the Commissioner for Education.

The Head of School.

One teacher representing the teaching staff.

Not more than four members appointed by the Minister of Education or by the Regional Commissioner.

Three members appointed by the Regional Education Officer, who will be approved by the Regional Commissioner.

Two members elected by the members of the board as they will be involved by the school board.

2.5.2 The Structure of Secondary School Boards.

According to the United Republic of Tanzania (URT, 1995), each board of the school must elect the chairperson among the members of the school board. However, the Regional Education Officer and a teacher representing the teaching staff will not be selected to chair the school board. The chairperson will supervise all board meetings, but in case of his or her absence in a meeting, members will select an interim chair to lead the discussion in such meeting. The head of school is the secretary of all board meetings. Being advised by the chairperson, the secretary is obliged to inform all board members as early as possible before the meeting about time, place and time of board meeting. The board is required to document all the necessary information of the meetings and to

distribute the minutes (written documents) to board members and to the Commissioner of Education (ETP, 1995). Normally, the term of the school board is four years, unless a member has terminated his or her membership. At the end of the term, a member of the board may be appointed or co-opted for the next term. A member of the board may cease his or her membership if in writings; he or she has informed the authority of appointment or co-option. On the other hand, in situations where there will be an open position left by a member of the board in case of death, resignation or permanent incapacity, the appointment authority will be having a power to appoint another person to fill the gap until the end of the term of the board. At the end of the term, such a substituted member may be appointed or co-opted for the next term (URT, 2002).

2.5.3 The Rationale of having School Boards

A school board is a very important tool which every school must have in order to meet secondary educational goals in the country. According to the Education act (No.25 of 1978) as revised by act (No.10 of 1995), the school boards among other roles act as the administration and supervision of all school development plans, supervision of teachers' and students' discipline, school funds. More details about school boards are indicated in the following sections;

Section No.38 of Education act No.25 of 1978 as revised by the Education act No.10 of 1995.

The School Board Regulation 1979.

The Education (Admission to Public Schools) Regulation 1982.

The Education (Duration of the school year) Regulation 1984.

The Education (Corporal Punishment) Regulation 1979.

The Education (Examination in Schools) Regulation 1982.

It should be noted that the local school board or committee is a vital connection between community members and education institution. School boards serve their communities in several important ways, including representing the community's beliefs and values. It is these representatives who are viewed by community members as able to shoulder the responsibility for planning and executing education and training programmes that are geared toward preparing children and other community members to be responsible community members, as well as live productive and satisfying lives (Van de Venter et al., 2003). The steps in the development of an effective governing board include;

Nominations and recruitment; this is the process of identifying the right individuals to meet the needs of the charter school, helping them understand their roles and responsibilities, and convincing them to become part of the board. (Mncube, 2005).

Orientation; the steps taken to give new board directors the information they need to carry out their roles and responsibilities effectively.

Training; under this manner, there should be regular and ongoing efforts to build new skills and knowledge among the existing board directors to enhance performance.

Evaluation; that is, the annual task of evaluating individual board director performance as well as the effectiveness of the board as a whole. Recognition; this means the ongoing process of recognizing the work and accomplishments of board directors to the work of the board and to the school.

Each of these elements in the board development process is critical. For this reason, the board needs to establish a board development committee with responsibility for seeing that each element is in place. The role of this committee is defined in the next section. ASBA (2009) pin points a number of reasonable issues that the members of school boards representing the community's beliefs and values should be. These issues are;

The main agenda for school boards is to ensure that education and training provision is relevant to the needs of relevant community to ensure that children who go through such education and training obtain skills and knowledge relevant to community needs;

As representative of community, the school board is the advocate for the community when decisions are made about the students' education to represents the public's voice in public education, providing citizen governance for what the schools need and what the community wants. The school board sets the standard for achievement in the community, incorporating the community's view of what students should know and be able to do at each grade level to ensure that the school's goals are achieved. The school board is the community's education watchdog, ensuring that parents and students get the best that they deserve in schools.

2.5.4 School Board in Competence in Financial management

Competence in financial management will enable the school management supervise the preparation of books of accounts, trial balances, and competently deliberate on audited reports. This consequently leads to improved performance. Poor financial management leads financial to embezzlement, fraud, poor learner's welfare, poor school performance

and under enrolment unrests and stagnated growth and high levels of indiscipline. Most Communities Secondary School Board members had not been exposed to adequate management training, thus many lacked capacities to oversee and account for resources under them. Care and Wilkinson (1990) noted that School Board who ratify and adopt school budgets are not themselves conversant with the school budgeting process and hence in their decisions at times way the head teachers from monitoring and following the budget strictly.

Eshiwani (1983) argued that lack of management skills by School Board Members is a major factor contributing to poor performance in educational development. According to the Total Integrated Quality Education and Training (TIQUET 1999) audit reports, secondary schools were not up-to-date in the entire republic. The report indicated that school funds had been embezzled years before the books were audited. It was further noted that there was no government control on the issue of official receipt books and most schools printed their own receipt books which they used for misappropriation of funds. The Basic Education Act 2013 of the Laws of Kenya, Section 55 and 101 (6) indicates that the County Education Board should appoint fourteen Government school Board members through a nomination panel. These people should be of high integrity, and serve on a voluntary basis. The members should be at least form four graduates or professional of high integrity. Clarke (2008; 278) describes financial management as follows: It is essential that the (school) principal makes sure that she / he has the knowledge and understanding of the basic processes involved in managing the school's accounts, the budgeting process and the systems and controls that are necessary to ensure that the school's monies are not misappropriated.

Erasmus (2008; 402) explains financial management as a requirement of managers to take responsibility for the actions and achievements in exchange for greater managerial discretion over their inputs. Thus, managers have to take responsibility for their performance. Van Wyk (2004; 411) states that the objective of financial management in the public sector is to support management in the allocation of limited resources with the purpose of ensuring economy and efficiency (and effectiveness) in the delivery of outputs required to achieve desired outcomes that will serve the needs of the community (school).

According to Njenga (2010) financial management determines whether the school will meet its objectives. The authors explain that, ideally, financial management is meant to facilitate proper use of school funds allocated for the various activities in a transparent and accountable manner. According to Okumbe (2008) financial management is concerned with the cost of education, sources of income to meet the educational needs and the spending of the income in a wise manner in order to achieve educational objectives. Budget drawn competently by school board should be based on a thorough analyses of the education requirements of the school and be in accordance with financial regulations. The head teacher with support of the staff initiates the preparation of the budget as per vote head and presents it to the school board and the parents for approval and any amendments. The head teacher and will school board be required to work closely together to ensure that learners are educated through optimum use of resources. Kochar (1978) has stated that a sound investment requires that the little funds available be well expended. The preparation of the budget and its execution determines how well the funds an institution raises are spent. Through the budgeting process, the desired

education program is translated into fiscal terms. Paisley (1992), argues that the budget provides for individual group or departmental performance and thereby may be a positive motivator towards better professional performance. He continues to say that a budget is a measure of staff performance and above all a measure of senior management performance. The budget helps to bring into focus the critical actions which have to be taken and provides a comprehensive view on the entire organization and its state of development.

Okumbe (1998) argued that the school budgetary procedure consists of three main parts:- the educational plan, or programmer, the spending plan, or expenditure or costs and the financial plan, or income or revenue. Nyongesa (2007) argues that budgeting is both a controlling and a planning process. For it to be effective, the school education plan must be determined, the expenditure as well as the sources of the revenue. School board incompetency may lead to fraud, poor performance and stagnated growth. Musee (2011) in a study on challenges facing School Boards in Kitui Kenya found out that School Board members were greatly involved in approving budgets and setting financial priorities but were not active in soliciting for grants, donations and bursaries. Auditing deals with investigation of the financial records of an educational organization in order to ascertain the objectivity and accuracy of the financial statements Okumbe (1999). Auditing of school accounts is the final stage in the process of managing school funds. At the end of each financial year the head teacher must prepare and present to the school governing body (school management committee) an audited financial report.

2.6 The Experience Skills as School Managers Influences School Boards Competence in fulfilling their duties and responsibilities

School leadership has become an urgent policy issue as an integral component of the drive for more effective schools, raised achievement, and public accountability (Riley & MacBeath, 2003). Interwoven with the principal's leadership influence over the beliefs, actions and values of teachers are the activities that involve leading, managing and coordination within schools for change to take place. Change and sustained improvement are extremely difficult, if not impossible, without good leadership, particularly where whole school change is sought (Hill & Crevola, 1999). Effective schools have consistently drawn attention to the importance of strong educational leadership, and indeed, it is an important characteristic (Lavine & Lezotte, 1990). Leadership is the key to achieving education standard and effective schools (Sammons, Hillman & Mortimore, 1995). Good leadership and coordination are essential in schools to achieve their educational goals (Levine & Lezotte, 1990).

Maha's (1992) research on secondary school principals stated that the climate and success of schools depends on their performance of a variety of tasks, and the quality of their leadership behavior. Tapo (1991) studied principals' instructional leadership roles and found them to be connected with teachers' confidence in their own professional abilities. He asserted that "without head teachers' guidance, coaching and involvement there is no telling whether teachers are passionate and committed about their work or not" (p. 34). Passionate and committed principals have high expectations and trust, have effective communication skills and seek outside assistance. These make a great difference between a successful school and one that abides with the status quo (Tapo,

1991). It has been argued that principals have to be properly trained before assuming this position (Maha, 1992; Pagelio, 2002; Quarshie, 1992). It was pointed out that formal training for school principals in Papua New Guinea is important because they need basic management knowledge and skills (Quarshie, 1992). Such knowledge and skills are needed in many crucial areas which are currently poorly performed by principals such as planning, decision making, communication, motivation, leadership, administration, school finance, evaluation of school teaching and learning activities, and maintaining close consultation and collaboration with the school boards of management and Provincial Education Boards (Quarshie, 1992).

Ngigi (2007) in a study on School Board Members effectiveness in Londiani District, found out that majority of the sampled School Board Members were very experienced in their work, while a few of them were newly appointed and had little experience in school leadership. Cave and Wilkinson (1990) noted that some School Board Members ratified and adopted experience they were not conversant with, meaning that they could not fully monitor implementation. (Cave and Wilkinson 1990:8) recommended that for School Board Members to realize their full potential they should be trained to enable them discharge their responsibilities competently. A study by World Bank entitled, "Education in Sub Sahara Africa policies for adjustments, revitalization and expansion." (World bank 1988), noted that while enrollment stagnation and low quality could be the result of demographic and economic adversity, other factors affecting quality of education included inefficient use of available resources as well as a wanting education structures. The reason for this was basically lack of management analytical skills to deal with resources. The study recommended an improved program for

selecting, training and supervising principals as well as greater institutional autonomy. Though the world bank seems to focus on principals, it's worthy noting that the School Board Members central to administer their experience and management in schools and any inefficiencies in school management focus on them directly.

The members of the school governing bodies have to be capacitated to perform their duties well. According to Kani (2000), the empowerment of the school governing body is meaningful towards their development as well as their individual schools. In support of the above notion, Dean (1995) suggests that training for members of the school boards should be an ongoing process as new governors become involved in the work. She also feels that the school and the governing body must be involved in the induction of new members in the school governing body. Barker, as quoted by Wilkinson and Birmingham (2003), in support of the training needs of members of the school boards, is of the opinion that without the necessary experience and training and without some trust in the professionals to know their business, they will have increased power to do harm.

Training and to share administration and management experience can be the important activities or event to be done by the school managers and to share more experience with them especially when there is a new board members because some members came from different occupation and some time are came from apart education field and they don't know about system of education administration and management.

According to Dim mock (1993), Australia, New Zealand, Canada, England, Wales and the USA policy makers and politicians are formulating and implementing policies to re-structure and reform school systems. Notwithstanding elements of centralisation within

restructuring, the prevailing thrust of reform is towards school-based management. In essence, the aims of the reforms are to devolve more power and decentralise responsibilities to the school level. Education contributes to the socialization process within a society, whereby people continue to pass onto younger generations' knowledge and understanding of the activities of the society and how to assume responsibility (Goode, 1977). It is through socialization processes that individuals acquire values, norms and attitudes. It is these "values and ideals that give significance to our lives, and from the experience we priorities, live them and these values are iterative" (Hall, 1996, p. 4).

2.7 The Challenges Facing School Boards in Tanzania

Dean (1995) provided a British perspective that, "One of the biggest changes that have happened in education over recent years is local management of schools. This has given schools much more freedom in managing their affairs and opened doors to better ways of managing the money available. However, these changes have posed considerable problems for head of schools and the school boards for many of whom much of the work of managing finances in this scale is new". This international challenge in managing school management and administration may be similar to the one experienced by school governing bodies in many African schools. Mabasa and Themane (2002) added by stating that the heads of schools and teachers dominate school boards meetings and expect their recommendations to be accepted by all members without any further discussion. According to Kani (2000), little autonomy in decision making in various areas touching the school system is given to the school board, little challenges are

exercised by the school board leaving free most of the decisions proposed by the head of schools.

According to Heystek (2004) is of the opinion that the limited training of the main role-players in the management of schools, coupled with their uncertainty regarding their functions and duties, sometimes makes it difficult for heads of schools and other education stake holders to work together harmoniously. Although many heads of schools have long years of experience, the participative and democratic experience may prepare them for this changed situation. This poses a serious challenge to the functioning of the schools because the governments at local to national level are supposed to guide and even train the members of school boards in their roles and responsibilities. Campbell (2007) enlightened the significant challenges facing school boards are declining funds, rising employment costs, stagnant performance, and persistent achievement gaps have directed a new spotlight on governance issues. The first half of this brief takes a close looks at the challenges facing elected boards and the range of alternative governance options and the available evidence about their impact. Kuria (2007) found out that in Kenya School Board Members have inadequate skills in budgets presentation and administration. However, they are expected to offer supervisory services regardless of their ignorance in school finances. He found out that schools lacked programmed planning and budgeting systems where plans are linked to attaining education objectives. He noted that School Board Members went approve the budget as long as the expenditure does not exceed the receipts. Appointment of in School Board Members Kenya and other parts of the world is influenced by political interests.

Lack or little emphasis put on empowerment to members of the school boards. Heystek (2004) is of the opinion that the limited training of the main role-players in the management of schools, coupled with their uncertainty regarding their functions and duties, sometimes makes it difficult for heads of schools and other education stakeholders to work together harmoniously. Although many heads of schools have long years of experience, the participative and democratic experience may prepare them for this changed situation. This poses a serious challenge to the functioning of the schools because the governments at local to national level are supposed to guide and even train the members of school boards in their roles and responsibilities. Christine (2007) in her paper *Building Effective School Governance* enlightened the significant challenges facing school boards are declining funds, rising employment costs, stagnant performance, and persistent achievement gaps have directed a new spotlight on governance issues. The first half of this brief takes a close look at the challenges facing elected boards and the range of alternative governance options and the available evidence about their impact. The second half highlights the characteristics of successful school boards and suggests changes to support more effective school governance, regardless of model.

According to Scottish Secondary Teachers Association (SSTA, 1995), the most challenges facing Schools administration are lack of funding, students' discipline, student-teacher ratio, staff cutbacks, improved curriculum, quality teachers, work force preparation, lack of teacher efforts and declining enrollment. Most of those problems are also observed in Tanzania.

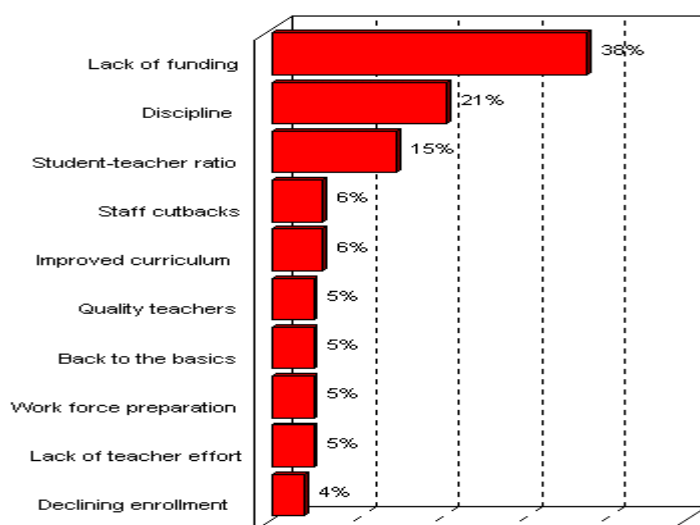


Figure 2.1 : A chart showing the most challenges facing Schools administration

Source: SSTA Research Centre Report (1995)

According to the figure 1; the responses offered most often to this question were: lack of funding (37.7%), discipline problems (21.19%) and student/teacher ratios (15.0%). With one exception, all the respondent groups examined specified lack of funding as the biggest problem facing schools today. The exception was respondents over the age of 55 who were more likely to mention discipline as the biggest problem (37.9%). Regarding the most identified problems, female respondents were more likely than males to mention student/teacher ratios as a problem and rural residents were more likely than urban residents to specify the lack of funding as a problem. Poor administration in schools especially on the part of financial matters is seen to be one among the biggest problem facing the administration of schools since many years ago and still remain to be a challenge even today. According to Blanchard et al., (1989) “very few members of the school boards, teachers and head of schools understand the way in which education services are funded”.

The title used for principals or head of schools in countries like England indicates a person that is an expert in classroom management and are concerned with children and not money. Ineffective nominating organ; According to Van Schaik et al., (2000), many school boards lack an effective nominating committee to determine who school board member will be for a term (four years term). The nominating committee should be well organized, have a clear sense of recruiting priorities as well as expectations for individual board directors. These elements are frequently missing in many charter schools. If the nominating committee, sometimes called the board development committee, is poorly organized, board directors in turn are not likely to have a good understanding of the charter school and their role as board directors.

During opening of the Dar es Salaam Zone of the Tanzania Owners and Managers of Non-government Schools and Colleges (TAMONGSCO), the Dar es Salaam Region Education Officer (REO), Mr. Raymond Mapunda, made several remarks including the challenges facing many non government education institutions which is lacking of school boards for secondary schools and colleges; and school committees for pre and primary schools. Mapunda emphasized that in order to enhance good governance every school and college should have a school board or committee depending on the level of that institution.

The report given by Secondary Education Master Plan (SEMP, 2001 – 2005) shows that school level planning and management has remained and personalised, lacking in coherence and transparency, especially in financing and spending. Many schools have no school plans, especially the non-governmental ones. In many schools school boards

rarely participate in planning for the development in the school. Thus, their effectiveness as management tools becomes patchy, with greatly limited school community consultations, a situation which highly contributes to a variety of inefficiencies, including poor staffing and plant utilization. According SEMP (2001 – 2005), the high degree of centralization contributes to a variety of inefficiencies, including poor staffing and plant utilization.

Low level of education associated with poor professional competence in financial, managerial, or administrative area on school practices to most of the board members. According to the report published by the Guardian news paper (17th February 2014) as cited in Masue, (2010), in his study on “Empowerment and effectiveness of school committees in Tanzania” revealed that generally, it was found that majority (78%) of the two school committees members were primary school leavers or below, a phenomenon attributed to lack of interest of the educated to become members of school committees. While there was trivial difference between the rural and urban school in terms of committee members' understanding of their responsibilities, the committee members from the two committees were adequately informed about their roles. In addition, there was high consistency between the level of education and role accomplishment capabilities. That is, members with fairly high educational qualifications indicated that they were competent enough to accomplish their roles; while those who had low educational qualifications declared that they were not competent enough to accomplish most of the skill-demanding roles like planning and budgeting. Inadequacy of financial resources was pervasive in either case, constraining successful implementation of school development plans.

2.8 The Empirical Studies

Tanzania is a large country with geographical, economic, and cultural diversities and complexities that cannot be adequately addressed from the centre. Similarly, schools need to be able to respond to their internal and external dynamics and conditions in their catchment areas (URT, 2004). Therefore, the Government should devolve the operational powers for the efficient management of schools to regions, districts and schools, within broad national guidelines. The review of various literatures gives an idea that the work and responsibilities of the school board is key stone towards achieving school performance. As local school policy makers, autonomy is a necessary condition to improve on secondary schools operational efficiency.

Bhagawat (2001) conducted an investigation into how the school boards have redefined the functions and performance of secondary schools. He reports that the heads of schools did not resist the inclusion of other stakeholders but decided to gradually bring them on board and still had much to attain in this regard. The heads of schools were used to a situation in the school where they were in charge and in authority. However, with the introduction of democratic governance the inputs of other stakeholders are to be considered. It is possible that the heads of schools may still regard themselves as the only authority figure, thus monopolizing power. In view of the fact that democratic school governance includes the participation of other stakeholders, we may find a situation where the chairpersons of the school boards might not accept the heads of schools' domination. For instance, Baloyi (2002) discovered that school boards were mainly dominated by heads of schools that had the final say in their proceedings whereby community and teachers were mere spectators.

According to Dim mock (1993), Australia, New Zealand, Canada, England, Wales and the USA policy makers and politicians are formulating and implementing policies to re-structure and reform school systems. Notwithstanding elements of centralisation within restructuring, the prevailing thrust of reform is towards school-based management. In essence, the aims of the reforms are to devolve more power and decentralise responsibilities to the school level. The members of the school governing bodies have to be capacitated to perform their duties well.

According to Kani (2000), the empowerment of the school governing body is meaningful towards their development as well as their individual schools. In support of the above notion, Dean (1995) suggests that training for members of the school boards should be an ongoing process as new governors become involved in the work. She also feels that the school and the governing body must be involved in the induction of new members in the school governing body. Barker, as quoted by Wilkinson and Birmingham (2003), in support of the training needs of members of the school boards, is of the opinion that without the necessary experience and training and without some trust in the professionals to know their business, they will have increased power to do harm.

The need to build strong nominating committee to provide the best candidates that will suit the community demands by setting clear school missions and visions. That is, election of the board member should reflect the technical competence of a person over professional issues like planning, budgeting and supervision in addressing professional challenges that faces the system of education at national to local community level (Van Wyk, 2004). Tsotetsi, (2005), articulated that there is also a need to review the election process and procedures in such a way that if the school is not producing, it is the right of

the community as beneficiaries to shout up on selection or election of new board members who will see to it that the students and the school succeed. If applicable, people within the school community should be given the mandate of selecting their own school board like what is done in America and other European countries.

The Guardian news paper declares that a typical school board meeting includes many business items, such as approving the school calendar, adopting curriculum, overseeing construction, and approving contracts with outside vendors. A successful school board will balance discussion of the seemingly tedious business of running the community while paying close attention to the communities' priorities for academic achievement. Gamage and Sooksomchita (2004) claimed for decentralization of the operational management of schools to school boards working within agreed regulatory framework and budget guidelines. That is, direct oversight, and responsibility, should not be given to politicians whose first priority is something other than education. This means school boards should be empowered to mobilize the community to reflect on the major challenges regarding quality education for all, and to find practical solutions within the overall government guidelines. They should no longer wait to receive instructions for each and everything from the top. The Government must support the boards with funds and overall policy guidelines (Xaba, 2004). According to URT (2000), "A policy priority is the recognition that the centralised system leaves little scope to school boards and heads of schools, especially of government schools, to take decision over issues such as hiring and staff deployment, budgeting and accountability, discipline, and maintenance thus reducing their flexibility to provide locally appropriate solutions to local problems".

Mabasa and Themane (2002) argued that, the school board members should be knowledgeable. They must possess a particular vision or focus for the schools that they oversee including their support for improving student learning as a component of capacity. The board must clearly define the roles and responsibilities of members of the school board. There must be an orientation and training of all school board members within the context of whole school development program in order to empower them to develop their skills and knowledge on school development plans and execute them (Karlsson, 2002). Every new reform launched by the state governments must also be implemented by local school boards in one way or another. They often have to cope with rising expectations, lower state funding and an ever increasing number of state mandates. The Republic of South Africa (RSA 1995) maintains that members of school boards who do not have the required skills to perform their functions will not be able to complete their work effectively. The training itself should provide sufficient knowledge for the school boards members to acquire the ability and responsibility to handle the functions allocated to it by the South African Schools' Act (SASA Act 84 of 1996).

Anne, (2011) commented on the importance of members of the school board to acquire training courses that will enable them to fulfill their responsibilities more effectively because they become dedicated volunteers with deep roots in their communities. They also become committed to work collaboratively with many stakeholders to improve graduation rates and prepare students for both college and the demands of the workplace in the 21st century. According to Chaka, (2008), there should be promotions of accountability and transparency of the school board by reviewing reporting lines, regularity and their terms of election so their services are contractually performance

based. This partnership is pursued through a strategy of decentralizing administrative functions to school boards to improve and encourage self-management of schools. Efficient school boards management is a solution to the shortage of state resources because sufficient school finance and the effective management thereof will play a major role in building an effective school (Marishane and Botha 2004). It makes sense to commit more resources to schools when schools use resources wisely and justly to yield better outputs. The Guardian concluded that, the attainment of the real school board empowerment and effectiveness calls for enduring and comprehensive capacity building efforts by multiple agents (the Government, NGOs, CSOs, Media and CBOs.) to develop knowledge, skills and financial resource bases at the local levels; and also create awareness to the people on the importance of their participation in educational decision making processes.

2.9 Research Gap

Basing on the reviewed literature, the information on the assessment of administrative capacities of secondary school boards in Tanzanian context is very rare. The few available studies have focused much on the need for existence of the school boards in schools, but they did not consider much up on the basis or criteria of selecting or electing the effective school board members and the manner under which such board members may be empowered in order to be effective and proficient body to handle the challenges facing the development of school academics, management and administration by interpreting the broad education goals through setting local policies and plans that will enhance quality in schools.

The Guardian explain that of the two school board members among the schools studied by Masue, 78% were primary school leavers or below, a phenomenon attributed to lack of interest of the educated to become members of school committees. While there was trivial difference between the rural and urban school in terms of committee members' understanding of their responsibilities, the committee members from the two committees were adequately informed about their roles. However a considerable gap is seen since there are no local studies that postulate the importance of capacity building to the secondary school boards especially those of the community schools which most of them are from the rural areas. Hence, this study intend to assess effectiveness administrative capacities of secondary school boards in Tanzania, experience of conduct and challenges that face the board considering Sumbawanga district as a case study.

In order to meet the information needed on the research objectives and to identify the variables of data collection towards assessing an effectiveness of the school board in local community school improvement the following conceptual framework has shown the details of variables and examines their expected relationship. The conceptual framework explained that multiple efforts in capacity building is required from various organs such as the government contributions, community involvement, donation from donors as well as all the stake holders participation in building capacity in key areas that requires insight attention of the school boards. Such areas are on policy formulation, building strong nominating committee, orientation and training, promotion of accountability and transparency of the board and decentralization of the financial or operational management of schools to school boards. The framework gives an idea that the succession on work and responsibilities of the school board are fundamental pillars

towards achieving school performance in academics, discipline as well as management and administration of school fiscal and physical resources.

2.10 Conceptual Framework of the Study

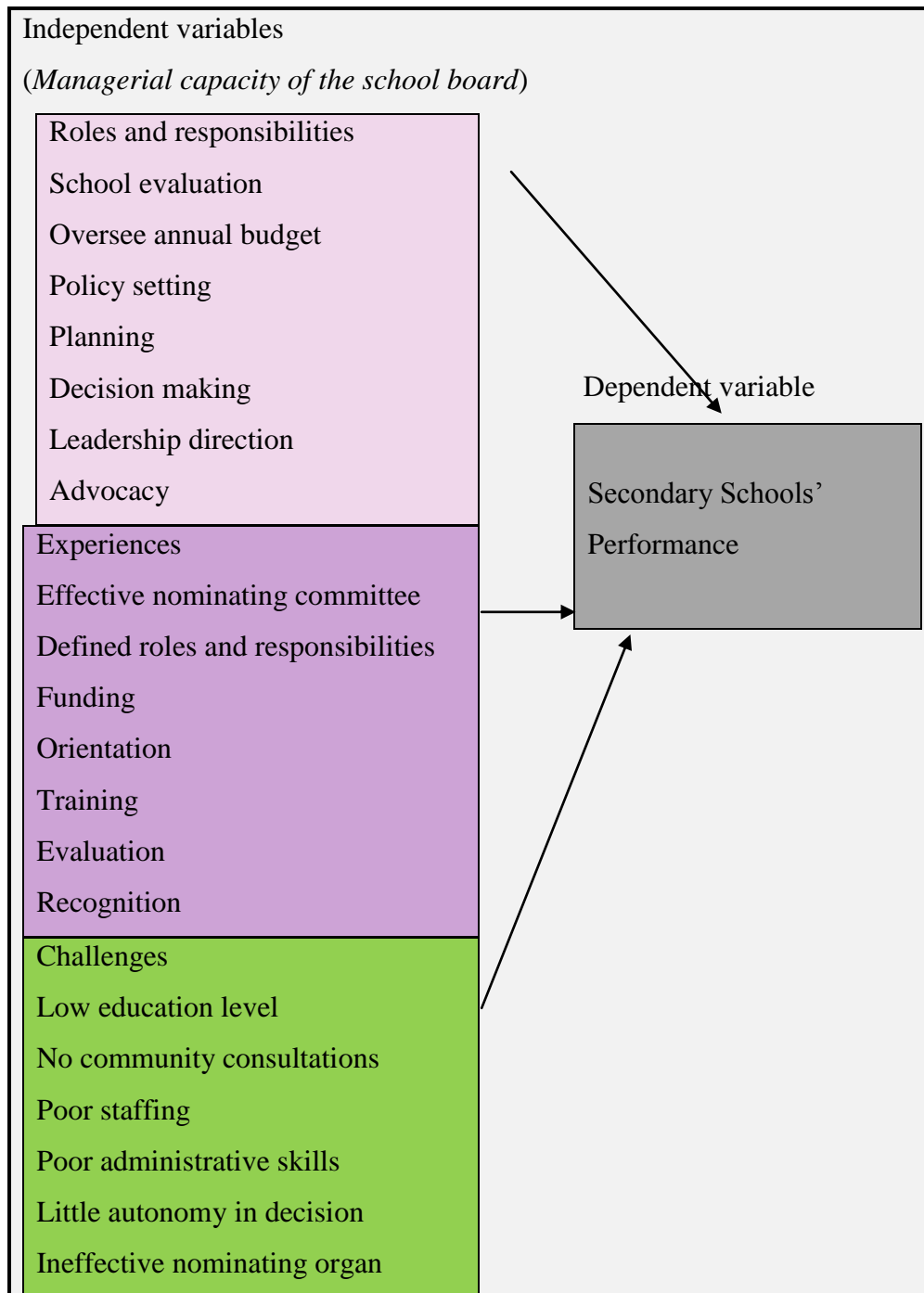


Figure 2.2 : The Conceptual Framework of a Successful School Board

Source: Researcher, 2017

2.11 Synthesis

This chapter has been developed with both the strengths and weaknesses of the school boards in mind. It has considered areas of special importance for the development of successive governing school boards, especially those in community setting. Topics of roles and responsibilities of the school board, the need for a long term school board election strategy, effective orientation and training, accountability, planning decision-making with a focus on major issues facing the secondary school board. From the foregoing, it was evident that effectiveness in school administration management is critical for any school to improve its services delivery.

School Board members should be effective and have the skills and abilities to manage well administrative activities as well as school funds. They should be capable to supervise administrative activities in school and to ensure there is good work performance for the teacher and non teachers for the betterment of academic performance. Their capacity to do so is affected by such factors as level of education, professional background, school management and experience as School Board members. There have been several studies done on school and management of public secondary schools in the country. However, Sumbawanga District no recent study has focused on the Effectiveness of communities' secondary schools board. Thus, the need to undertake this study is to find out the situation in the district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology which was used to carry out the study. It is organized into research design, target population, sample size and sampling procedures, research instrument, instrument validity and reliability, data collection procedures, and data analysis techniques.

3.2 Description of the Study Area

Study Area is a generic term used for the investigation of an individual, group or phenomenon (Sturman, 1994). The study was conducted in Sumbawanga district (formerly Sumbawanga rural district), the ground being one of the areas in Tanzania that have been experiencing challenges in management and administration of community secondary schools. Apart from that reason, the report given by the Basic Education Statistics in Tanzania (BEST) show that Sumbawanga district is one of the vulnerable districts encountered by problems which have connection with poor school performance especially the community secondary schools (URT, 2010). The reasons make the researcher to be inquisitive to assess the extent to which the members of the school boards are conversant and aware of the managerial and administrative skills. Since the region is too vast, the researcher decided to narrow the study by choosing Sumbawanga district to be the study area.

3.3 Research Design

This study will use a descriptive survey design. A descriptive survey study attempts to collect data from members of a population in order to determine the current status of that population in respect to one or more variables (Gay, 1992). It also describes the state of affairs as they exist and deals with population distribution and interactions of different variables (Kothari 1984). It also describes the state of affairs as they exist and deals with population distribution and interactions of different variables (Ogula, 1998). The researcher deemed the design appropriate because it enabled the researcher to gather information concerning the effectiveness of community secondary school board member on schools performance in Sumbawanga District.

3.4 Research Approach

The study will use qualitative and quantitative approaches to collect and analyze data. Integrating both qualitative and quantitative research approaches is a strategy of overcoming weaknesses and limitations of each method (Cohen, L., Manion, L. and Morrison, K., 2007). Qualitative approach has been employed as an enquiry of understanding social human problems based on building a complex, holistic picture, formed with words, reporting detailed opinion of information and conducted in nature setting (Cohen, L., Manion, L. and Morrison, K., 2000). In this study, qualitative approach provides opportunities for respondents to present their opinions about community secondary school boards within their location. According to Best and Khan (2006), quantitative approach enables to gather objective information from many respondents that supplemented qualitative data.

3.5 Population

The participants involved in this study emerged from several institutions and community. According to Mugenda and Mugenda (2003) a target population is the total number of individuals to whom the researcher intends to generalize the results of his/her findings. The technique used in identification of cases (schools) is in accordance with judgmental sampling (Fetterman, 1998). This means the judgment of the researcher is based on selecting the most appropriate cases based on the problem and research questions, in hope of learning something new about the phenomenon. The selection of the multiple sites was based on the researcher's familiarity with the contextual issues within both locations. In this study, population to be used involve communities Secondary Schools in Sumbawanga district, The total population of this study was members of the school boards, teachers, education officers, school inspectors and education analysts as education stakeholder. Members of the School Boards; The members of school boards comprising of parents, head of schools and teachers representing the teaching staff in schools. These informants will be selected basing on their availability and their appointments in relation to the researcher's time.

Education Officials; By the virtue of their positions, educational officials responsible for management and organizing seminars and workshops in order to enhance quality and high performance in schools. Education officers both at regional and district level as well as the school inspectors play a significant role in the management and administration of over-all matters concerning education including supervision and inspection of schools' academic issues in order to ensure quality in schools.

Education Analyst as Education Stakeholders; These are people with high competency and experience in understanding and analyzing various issues related to education including supervision, management and administration of schools. They will be selected basing on their availability in and out of the area of study such as in Government and Non Governmental Organization offices like Universities, colleges and other related places including the senior retired education officers.

3.6 Sample Size

Mugenda and Mugenda (2003) point out that sampling is a process of selecting a small group of individuals to represent a larger group in a study. Through purposive sampling the study selected 10 Head Teachers Educational Officers⁰³ and 12 Education Stakeholders. The simple random sampling procedure used to get 15 School Board Member and 10 Teachers. According to Kish (1965) the reason for simple random sampling procedure is the preferred method of sample representation of population than any other sampling method in which every member of a population has an equal chance of being selected and being the least chance of sample bias.

Table 3.1 : Composition of the Sample by Category and Gender

Category	Number of Respondents in 10 school					
	Female	Percentage	Male	Percentage	Total	Percentage
Member of the Board	05	10	10	20	15	30
Head of the School	01	02	09	18	10	20
Teacher	03	06	07	14	10	20
Educational Officer	01	02	02	04	03	06
Educational Stakeholder	05	10	07	14	12	24
Total	15	30%	35	70%	50	100%

3.7 Sampling Techniques

The study will employ both purposive and random sampling techniques to determine the incidence, distribution, and interrelationships of certain variables within population.

Random Sampling; Random sampling is the purest of probability sampling techniques by which every members of the population has equal chance of being selected. In this study, a simple random sampling will be useful, because its character relate to the population size of research (McMillan, 1996). The researcher will write the names of all community secondary schools at Sumbawanga district and then separate each school in its piece of paper. Finally, the researcher will put all the pieces of paper in the box. After shaking the box randomly he picks 10 pieces of papers within the box this will be result chosen as a sample among all 18 community secondary schools in Sumbawanga district. Simple random technique selected will choose the members of the school boards in order to avoid the possibility of choosing a biased sample. This is due to the fact that the technique provided equal chance of selecting any person or school. However, stratified sampling will be employed to ensure a balance of school board members basing on gender balance in situations where gender balance will prevail.

Purposive Sampling; Purpose sampling sometimes refer to as a judgmental sampling where by the researcher selects particular elements from the population that will be representative or information about the topic. Based on the researcher's knowledge of the population, a judgment is made about which sample group individual should be selected to provide the best information to address the purpose of the research (McMillan, 1996). The purposive sampling to select Education Officers and Education

Inspectors will base on the virtue of their positions and their limitedness in number because they are just few within the district and region at large.

3.8 Data Collection Methods and Instruments.

Data collection methods include questionnaires, interviews, observations which include survey research, field research, unobtrusive research, evaluation research and experiments (Cooper and Schindler, 2003). A variety of research methods were used to provide the rich nature of data sources. A researcher use documentary review, questionnaire, interview and focus group discussion. A researcher has decided to use multiple instruments because one instrument complements other methods, that is, one method cannot be successful for the study.

3.8.1 Questionnaire

The method included teachers, parents and students. A researcher opts for it because it can be reviewable repeatedly. A questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint (Orodho 2004). It consists of questions and statements. The questionnaire had both open ended questions and closed ended questions. The major advantages of the questionnaire are that it saves time and it is economical in terms of money. It is convenient in that respondents can respond based on the contents. Information can be collected from a large number of people and questions can be easily analyzed, anonymity is possible and it is easier to administer because each item is followed by alternative cause (Mugenda & Mugenda, 2003). The researcher used 2 questionnaires one for School Board Members and the other for the head teachers. The head teacher's questionnaire required personal data and

then questions on their views on School Board Members competence management relation to student performance. School board members' questionnaire required their personal data. There were questions on their skills on experience on school management and how to improve their competency and challenges they face in fulfil their duties and how students' performance encourage. According to Goode, William J., and Hatt, Paul K., (1952) questionnaires are a set of pre-formulated, written set of questions to which respondents record their answers usually with a closely defined alternative. In this study, the researcher will use the structured questionnaires to collect data from the sampled population.

3.8.2 Interview

Berge (2001) defines interview as a conversation with a purpose of gathering information, and provide further information that could have been missed out in questionnaires in a study. Interviews also allow the participants to discuss deeply their meaning and perspectives (Yin, 1998). The researcher conducted a face-to-face interview with selected education officers, school head teachers, and members of the school boards and educational stakeholders who will provide their opinions, experiences, feelings, views and understanding on issues pertaining to effectiveness managerial and administrative capacities of community secondary school boards. Orodho (2004) defines an interview schedule as a set of questions that an interviewer asks when interviewing respondents and it makes it possible to obtain the data required to meet the specific objectives of the study. This tool is unique and allows direct verbal interaction between individual and permits one to follow up leads and thus obtain more data and greater clarity (Orodho 2004) and ensure all questions are tackled. The schedule will be used to

collect personal data and views on the competence of communities Secondary school Board toward students' performance in the Sumbawanga District

3.8.3 Focused Group Discussion (FGD)

According to Cohen *et al.*, (2007), focused group discussion consists of a group of people discussing a specific subject of interest. The strengths of a focus group involve the interaction between individuals who share common interest in a topic of discussion (Goldman, 1962; Lidstone, 1996). Furthermore, focus groups provide a good setting to observe large amounts of interaction in a short span of time involving a group of individuals. Using a focus group approach has an immediate end benefit to the community, as well as serving the researcher's study purpose. Focus group interviews, adjusted to meet local conditions, positively build participants' confidence in thinking about the importance of education as they construct meanings to new experiences. This is a socialization process. The issues can be vetted and understood by the whole community as an individual's perceptions are allowed to be heard.

In this study, focused group discussion used to collect data from members of the school boards in five schools by using focused group discussion questionnaires. The discussions and interviews were done with district school educational officers in order to match with the time of conducting a study. Focused group discussion was used for the purpose of adding information provided by the informants in interview and questionnaire. The FGD gain insights into people who share understanding of experience and the way individuals influence by others in a group situation. A group of members of the school boards reveal the way they influence by the board practices in their schools relation to the students

performance in their school. In this study, this context and the locations of the rural schools dictated the processes and nature of focus group discussions.

3.8.4 Field notes

Descriptive field notes were employed during the data collection process. The researcher captured a word-picture of the setting, people, actions, such as during observation of meetings, group discussions, and conversations (LeCompte & Schensul, 1999). Field notes were useful to guide follow up and crosschecking by adding additional information from the research participants. Field notes became reflective documents, used by the researcher to record meaningful occurrences during observations which implied connotations as speculative, emotions, problems, ideas, hunches, and impressions or even prejudices. Field notes enabled the researcher to see connections between data collected and probe further explorations. Field notes assisted the researcher to reflect on associated concerns during data collected which allowed for a constant review of research strategies.

3.8.5 Documentary Reviews

Saunders, Lewis and Thorn hill (2000) define documents as raw data sources as well as a storage medium for compiled data. These documents may include the minutes and agendas of meetings, financial records and annual reports. In this study, various documents review mostly come from various Universities while others from the internet source. These documents assisted the researcher to analyze school board members and educational stakeholders' perceptions, understanding of duties and responsibilities of the school board. This analysis assisted the researcher to consider exploring issues which

emerged from comparing and contrasting these documents with actual implementation of school board effectiveness at the school level. Further, this analysis was useful to the researcher for probing in-depth questioning in subsequent discussions and interviews. The documents help to correct some errors that explored from the primary source of data. The researcher examine and analyze official or public educational documents concerning management and administration of schools particularly the community secondary schools in and out of Tanzania. The main aim for examining these documents was to ensure validity and reliability by comparing the interview responses with the actual documents managed by school boards.

3.9 Data Analysis

Data analysis processes involved both systematic searching and arranging various data the researcher had accumulated to increase understanding and using the knowledge gained to advise the next phase of the data gathering process (Bogdan & Biklen, 1982; Erickson, 1998). Analysis is a kind of “bootstrapping operation” in which questions and assertions are generated from evidence or *vice versa* (Erickson, 1998). In this study, data analysis depended on the researcher organizing the data, synthesizing these into manageable categories, searching for common patterns of occurrences, and presenting this as information. Data analysis was a process of recursive review of information sources.

After field work the researcher edit and countercheck for completion of the questionnaire in order to identify items which might not have response. Each research question will analyze to ascertain the achievement of the stated objectives. Descriptive

and analytical statistics used to analyze both quantitative and qualitative data collected from the field. The data coded and keyed into a computer for analysis using the Microsoft word and excel. For quantitative data, descriptive statistics such as measures of central tendency which include mean, mode, % and standard deviation were used. The results of analyzed data were presented in form of visual diagrams like pie charts, bar graphs and frequency tables.

3.9.1 Instruments validity

Orodho (2004) asserts that validity seeks to establish if an instrument measures what it is purported to measure .Validity of an instrument can be improved through expert judgment. Validity is an important requirement for qualitative and quantitative research (Cohen, Manion & Morrison, 2000). Validity measured whether the results achieved through the instruments used matches the researcher's expectations to achieve the objectives. To ensure validity study by using interviews, questionnaires, focus group discussion, field notes and secondary data analysis concurrently and this was done through piloting of the data collection instruments used to collect data. The data collection instruments were designed in such a way that they measured attitudes and opinions of respondents. Issues developed from conceptual framework was compared with issues obtained during interview and answers obtained from questionnaires so as to ensure construct validity, statistical analysis such as frequency and percentages was used.

3.9.2 Instruments reliability

According to Orodho (2004) reliability measures the degree to which a research instrument yields consistent results on repeated trials. In order to collect reliable data,

the informants were asked to participate in the study and were assured of confidentiality. The assurance of confidentiality gave the informants a sense of trust and confidence as well as freedom and safety to speak their minds about the problem under study. Also in some circumstances Kiswahili language was used to some of the respondents such as parents during focus group discussion, this facilitated easy collection of data. Furthermore, direct quotes from interview and statement from questionnaires used as references to ensure reliability. This study also will rely on more than one method to collect data in order to increase the reliability.

3.10 Research Ethics

Mugenda and Mugenda (2003) recommends that the researcher has to be careful to avoid causing physical or psychological harm to respondents by asking embarrassing and irrelevant questions, threatening language or making the respondents nervous. The researcher were brief explain the purpose of the study to the respondents and assure them of confidentiality of their responses as well as their identities. Thus, privacy of data assure to the respondents whereby the use of pseudo names for anonymity greatly valued and constantly maintained.

A researcher follows ethical regulations. The researcher had approval confirmation letter from the college (OUT) to introduce the researcher to the different Authorities and for those participants in this study. During data analysis process the researcher observe the right to privacy as there is no names of the respondents that appear in the report. The researcher cancels the real names of the respondents' and schools; instead, pseudo names were used. The researcher makes sure that information obtained were secured and

used for the study purposes only. In this study, the willingness of the respondents greatly adheres. In the field researcher make short self introduction to the authorities with the aid of the research permit and ask permission to collect the required data from the targeted respondents. The respondents were get information by clarifying the research problem, purpose, objectives and significance of the study. The researcher requested participants to participate voluntarily in a way that they have the right to withdraw themselves at any time with no effect.

3.11. Research Clearance

Before going into the field for data collection, the researcher asked for a research permit to the authority in the area of research jurisdiction. At the beginning, the researcher got a research clearance letter from the Director of Post-Graduate Studies at Open University of Tanzania which introduced to the District Executive Director (DED) of Sumbawanga district via the District Secondary Educational Officer (DSEO) who finally issued a letter that introduced the researcher to the fields of study.

3.12 Summary of the Chapter

This chapter has been an account of the methodology component of the study. It has given details of important sub-components such as research design, population and sample, data collection procedures, and data analysis procedures. The chapter also has stated the preferred research designs and sampling techniques and explained the reasons for such preference. The next chapter will focus on presentation of findings, analysis and discussion of research findings.

CHAPTER FOUR

DATA ANALYSIS INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter presents the findings of the study, the results and discussion of the study are presented in line with research objective and research questions basing on data revealed by both primary and secondary sources of data which are questionnaires, interviews, focused group discussion and documentary reviews respectively. Figures and tables were also applied to boost the understanding of presentation starting with the presentation of the demographic information. The second section presents findings on the essence of effectiveness of school board members on school performance in Sumbawanga District. The third section presents findings on examining the experience of head of the school influencing competence in management on school performance. Finally, the study presents the findings on the challenges facing the competence of community's secondary school BMs in management. The presentations were done based on the research questions which formed the sub-headings in the chapter.

4.2 Questionnaire response rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. In this study, all the principals sampled 10(100%) participated in the study. Out of the 40 community schools BMs and other educational stakeholders sampled, 40 returned the questionnaires giving a response rate of 100%. The District secondary educational officer and REO also participated in the study.

4.3.1 Demographic Information

The respondents were first asked to indicate their gender. The findings are presented in Table 4.1.

Table 4.1 : Distribution by gender

Community Secondary Schools BMs			Heads of Schools	
Gender	Frequencies	Percentage	Frequencies	
Male	26	65	Percentage	
Female	14	35	9	90
			1	10
Total	40	100	10	100

Source : Research Data

Table 4.1 shows that community secondary school boards BMs and others Educational Stakeholders are 65% were male while 35% of the were female. It was also found that 90% of the Heads of the School were male while 7% were female in community's secondary school in Sumbawanga District. The number of male is higher compared to female; this is due to the fact that most of the women are not selected to be school board members and shows that women are not considered in leadership position. During an interview session with a certain head of school, the following was her view about the issue of gender in school boards;

In most cases, women are marginalized in many decision making organs including in schools supervision. But, in many circumstances, consideration of gender issues especially when comes to local community levels is very difficult since women themselves does not accept higher community responsibilities. Hence the resulting structure is the higher number of men than women in our school boards and other

school administration position. However, I insist on gender balance whenever possible in all spheres that touches the community participation [Interview, Head of school “C”, 31st May, 2017].

4.3.2 Distribution by age

To establish the ages of the schools BMs and other stakeholders and head of the school interviewed, they were asked to indicate their age brackets. The findings are presented in Table 4.2

Table 4.2 : Distribution of the respondents by age bracket

Age Brackets	Schools BMs and other Educational Stakeholders		Heads of School	
	Frequencies	Percentages	Frequencies	
22-30	08	20	Percentages	
31-40	11	27.5		
41-49	14	35	03	30
50 and above	07	17.5	06	60
			01	10
Total	40	100	10	100

Source : Research Data

The findings on Table 4.2 shows that 07(17.5%) of the Secondary Schools BMs and other educational stakeholders were 50 years and above, 14(35 %) were between 41-49 years, 11(27.5%) were aged between 31-40 years and 08(20%) were between 22-30 years old. The study also found that 03 (30%) of the Heads of school were aged between 31-40 years, 06(60%) were aged between 41-49 years and 01(10)% were above

50 years. This data shows that most Heads of community secondary schools in Sumbawanga District are in the middle aged. Therefore, majority of respondents interviewed were able to provide the wise facts about the school boards towards school improvement.

4.3.3 Distribution of the respondents by their position

Table 4.3 : Distribution of the respondent by position.

Position	Frequencies	Percentages
Chairman	07	14
Vice Chairman	03	06
Secretary	10	20
Executive Committee Member Board	17	34
Educational Stakeholders	13	26
Total	50	100

Source : Research Data

The school board members and other stakeholders were asked to indicate their position in the board. Table 4.3 shows that 13(26%) were educational stakeholders, 17(34%) were executive committee members, 07(14%) were chairman, 03(6%) and 10(20%) were secretaries. The findings of the study revealed that most of majority of the respondents interviewed were executive schools Board members and educational stakeholders. The fact that most of majority were executive committee members increased the reliability of the information given by the respondents based on the study in Sumbawanga District.

4.3.4 Distribution by duration of service in the current school.

The Head Teachers were asked to indicate the duration of the time that they have served as head teacher as the table below show.

Table 4.4 ; Distribution by duration in current school

Duration in Years	Frequency	Percentage
1-5	07	70
6-10	02	20
11-15	01	10
16-20	00	00
21 and above	00	00
TOTAL	10	100

Source : Research Data

Table 4.4 shows 7(70%) of the Heads of School had served as the Heads of Secondary Schools in the current school for 1-5 years, 02(20%) for 6-10 years and 01(10%) for 11-15 years. This is an indication that most of the Heads of Secondary Schools in Sumbawanga District interviewed had served in their respective schools for a good duration of time and were therefore considered to have information on the factors influencing the competence of community secondary schools BMs.

4.3.5 Duration of service as a member and education stakeholder in the school

The respondents interviewed were asked to their duration of service in their position. The are presented in figure 4.1.

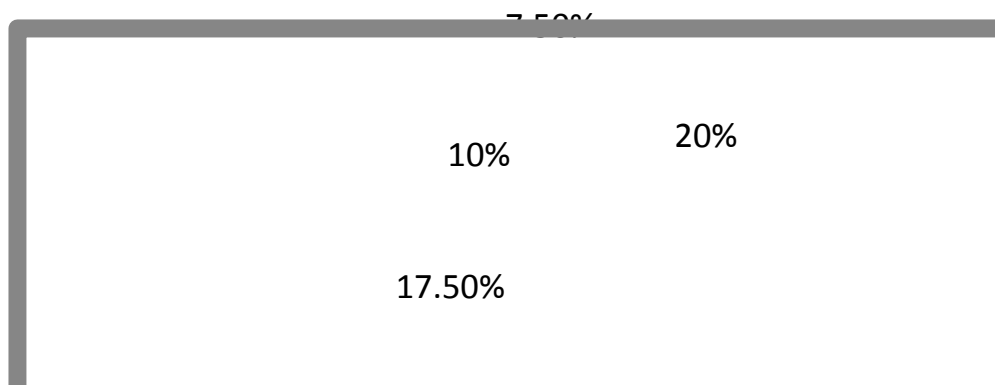
**Figure 4.1 : Duration of service as a member of Board**

Figure 4.1 shows that 08 (20%) of the respondents had served for 1-3 years, 18 (45%) for 4-6 years, 07 (17.5%) for 7-9 years, 04 (10%) for 10-12 years and 03 (7.5%) had served for 13 and above. The findings shows that most of the Secondary schools BM and other educational stakeholders interviewed had served in their current positions for a period of 4-6 years. They were therefore considered to have more information regarding the factors influencing the competence of communities Secondary School BMs. These findings reveal that most of them have experience which leads them to understand the challenges facing local community school boards. These findings were also in line the REO's views during an interview session with the researcher;

Most of the community secondary schools started in the recent ten years following the higher enrollment rates in primary schools after the implementation of the first Primary Education Development Programme (PEDP-1). In such case, the members of community secondary school boards with more than 10 years of experience in board matters are those who were members of the boards in pure governmental schools since the previous years [Interview, REO, 07th Jun 2017].

4.3.6 Frequency of BMs meeting.

On the frequency of meetings by the BMs in secondary school, the study found that all the respondents (100%) stated that they meet once a term and twice per year. This is in compliance with basic education Act which indicates that the BMs should meet at least once a term. They therefore had an opportunity to discuss issues concerning the benefits of school management and school prosperity.

4.3.7 Level of education

The respondent requested to write or to indicate their education qualifications as indicated below in the table.

The findings are as presented in Table 4.5.

Table 4.5 : Level of Education

Educational Stakeholders and Secondary school BMs			Heads of Secondary school	
Education Qualifications	Frequency	Percentages	Frequency	Percentage
Primary level	17	42.5		00
Ordinary Sec level	03	07.5	00	00
Advanced sec level	02	05	00	00
Diploma level	05	12.5	03	30
University level	13	32.5	07	70
TOTAL	40	100	10	100

Source : Research Data

To establish the level of education of the school board members and other educational stakeholders, they were requested to indicate their highest level of education. Table 4.5 shows that 17 (42%) of the respondents had primary education level as their highest level of education while 13 (32.5%) had bachelors degree. Education is always valued as a means of liberation from ignorance in any society; thus, the only principle mechanism of developing human skills, thinking and knowledge towards challenging the existing environment. The study revealed that 17 (42.5%) had primary education, 3 (07.5%) of respondent had ordinary secondary education, 02 (05%) had diploma, 5 (12%) and 13 (32.5%) had university level. Due to that education level possibly for the school

management to face challenges from the school board due to lack of understanding because most of the board members in local community school had primary education.

4.4.0 The essential competencies of school boards on school performance in Sumbawanga District.

Most of the board members responding to the question in the questionnaire stated that to some occasions, board members attend the meeting due to the presence of allowance offered after the meeting.

4.4.1 Participation of School Boards in Decision Making Process

Table 4.6 : Participation of School Boards in Decision Making Process

Response	Frequency	Percentage
Agree	09	18
Neutral	05	10
Disagree	36	72
TOTAL	50	100

Source : Research Data

Out of the respondents interviewed 36 (72%) respondents said that most of the members of the local community school boards are not active participators during decision making, relying their decisions proposed by head of schools when approving the decisions. The remaining 09 (18%) The study reveal that members of school boards are not much cooperative during decision making due to little knowledge base especially in decisions that requires competence or expertise skills particularly the finance skills as shown in the table above but the 05 (10%) are Neutral.

The findings are in line with the supportive arguments from a certain head of school who said that;

The driving force to attend some of the school board meeting is the sitting allowance some of the members of the board get. This situation hinders school improvement in terms of academics and administration. Hence, we use to find alternative solution towards making decisions especially for administrative and financial allocation and spending decisions in schools [Interview, Head of school “D”, 18th May 2017]

4.4.2 School Boards Participation in Policy Setting.

The respondent were asked to show how in what extent the school Board participate in policy setting

Table 4.7 : Participation of School Boards in Decision Making Process

Response	Frequency	Percentage
Agree	09	18
Neutral	05	10
Disagree	36	72
TOTAL	50	100

Source : Research Data

The finding of the study revealed that 38 (88%) interviewed respondents said that they never attended a policy setting meeting and 09 (18%) proved positively about the subject matter while the rest 03 (06%) respondents are neutral. The result shows that the members of school boards understand the aim of school policy as the main strategy towards improving school development particularly in academics and discipline

management in schools but their participation in the that policy setting is not greatly exercised. The fact about poor participation of school boards in policy setting was also reflected by one of the member of school board in Sumbawanga district. Her response was as follows;

At times, the secretaries does not provide an agenda for the school boards to set our local school policies as adopted from the general policies brought by the central government through the Ministry of education. In many meeting sessions, heads of schools brings the agenda for discussion other than policy setting. Heads of schools sometimes dominates the meeting by providing announcements regarding school policies initiated by school management teams, leaving behind the members of the school boards mere listeners to accept what has already been brought on table [Interview, Member of the school board “J”, 10th May 2017].

4.4.3 School Boards Understanding on their Responsibility of School Evaluation

The respondent requested to show how the school Board members understanding on their responsibility of school evaluation

Table 4.8 : School Boards Understanding on their Responsibility of School Evaluation

Response	Frequency	Percentages
Yes	11	22
Neutral	05	10
No	34	68
TOTAL	50	100

Source : Research Data

The study revealed that most of the members of school boards do not understand that among of their responsibility is evaluation of school progress which makes most of the head of schools to perform such activities without participating board members. Thus performance of school in general decreases due to efforts of reinforcing the community to make strategy towards helping students to attend the school to be low. This is because members of the school boards come within the community members. The study proved that 34 (68%) of the respondent did not participate in fulfill their responsibilities in the school boards, 05 (10%) the respondent they don't understand anything concerning school boards responsibilities and 11 out of 50 (22%) respondent agree to be active in understand their responsibilities as a board member. The table above shows the results more clearly.

A certain head of school said the following during an interview discussion in his office at school;

The system of financing the boards does not allow as many sitting as possible due to lack of funds for sitting allowance to member's school boards. Our school board does not make follow up routines in doing analysis of many issues that touches the affairs of the school progress. However, the board becomes brutally angry with the results in circumstances when the students perform poorly in academics especially that of the national examinations [Interview, Head of school "A", 17th May 2017].

In addition Mwangangi (2006), in a study on factors affecting effectiveness of school board in Makueni noted that in terms of professional orientation out of 13 Board

members only 8 had occupation related to education which influenced their effectiveness in the management and evaluation of the schools.

4.4.4 School Boards Involvement in Budget Setting.

The respondent requested to show about the involvement of the school boards in budget setting as follows;

Table 4.9 : School Boards in Budget Setting Involvement

Response	Frequencies	Percentages
Competent	11	22
Neutral	00	00
Not competent	39	78
TOTAL	50	100

Source : Research Data

Out of 50 respondents interviewed 39 (78.%) respondents proved that school board members are involved in overseeing the school budget but they not competent concerning budget skills, and the rest are competent and they are very few in number 07 (22%). Thus, at least all the members of the school board attend the meeting although their participation and contribution towards the agenda is very minimal. A certain education analyst in his views about the involvement of the school boards in budget setting said the following;

In more than ten years of experience that I received from several school boards membership, the biggest problems facing many secondary school boards are the

secretaries who are heads of schools. These are the owners of school funds and everything at school level although the fact remains the same that the chairpersons of the school boards are the owners of schools. Minor disagreements with the head of schools especially on matters touching school finances brings some unnecessary quarrels in and out of the meeting, leading to failure or delay in accomplishment of the assigned tasks and responsibilities of the board. This is the reason to why most of the head of schools nominates members who will be loyal to them at all the times no matter how bad they perform in their course of work and that is why most of the members of the school boards do not exist in more than one term especially in schools with severe transfers of head of schools [Interview, Education stakeholder “B”, 26th May 2017].

4.4.5 Capacities of Members of the School Boards in School Planning

The table above shows the results of analysis of the board in school planning more clearly

Table 4.10 : Capacities of Members of the School Boards in School Planning

	Frequency	Percentage
Strong	14	28
Neutral	07	14
Not Strong	29	58
TOTAL	50	100

Source : Research Data

Out of 50 respondents interviewed 29 (58%) respondents pointed negatively about the subject matter that school boards are not strong during planning and 14 (28%) proved

positively the rest 07 (14%) are neutral. The study findings reveal that most of the school board members have no skills about the school planning strategies like academic planning which leave the hardest part to the school management to plan alone as reported by a group of members of a certain school board during an intensive discussion at their school. During a focused group discussion with members of a certain school board, one member supported the minor position that the members of the school boards are given as follows;

We normally don't take greater part in school planning. Instead much of the plans are done from the central government itself leaving minimal responsibility for the school boards to plan at a local school level. However, most of the local plans are done by teachers in schools who know exactly what the schools ought to achieve in a period of time either a term or a year [Focused Group discussion, Member of school board "F", 20th May 2017]

4.4.6 Competence of the Communities secondary school boards in student's management and influence in academic performance.

The respondent requested to indicate how the competence of the communities Secondary school boards in student management and influence in academic performance as shown in the chart below.

The 50 respondent during the interview session 02 (4%) responding very competent, 06 (12%) competence, 29 (58%) Incompetence and 13 (26%) Very Incompetence. The study findings reveled that most of school board members are not competent to influence and to motivate these secondary school students to perform well in their study because many members are standard seven they not familiar enough to influence these students

to perform well but to the small extent to some few members can influence the students to perform well because of their experience in academic matters

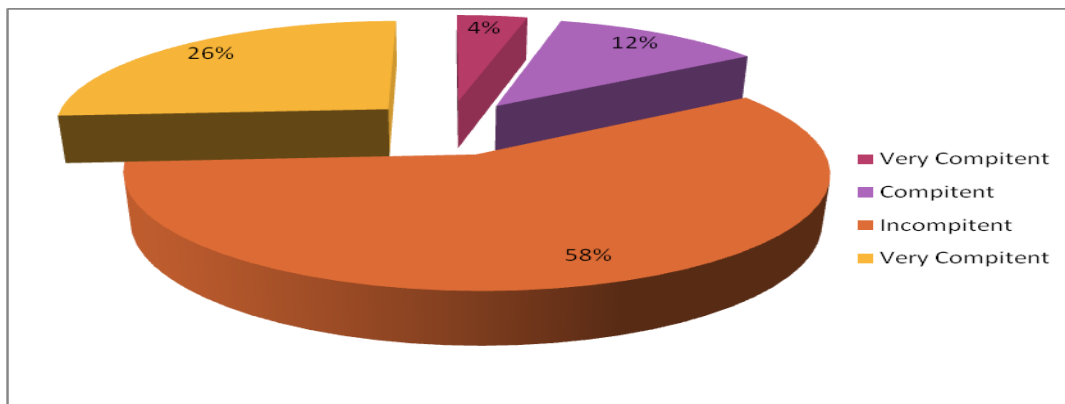


Figure 4.2 : Competence of school BMs influence students in Academic performance

4.4.7 Extent to which level of education affects BMs competence in school administration and management.

The respondents interviewed were requested to indicate the extent to which the level of education affects the competence of Board members administration and management of school board in their duties and responsibilities.

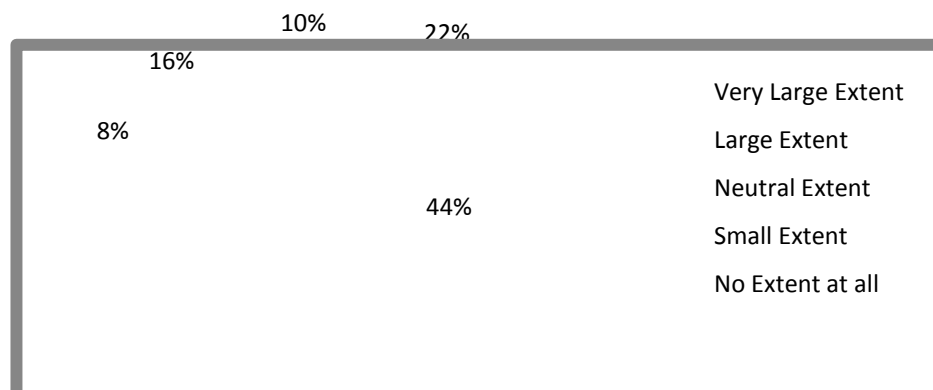


Figure 4.3 : Extent to which level of education affects BMs competence

Figure 4.5 shows that 22 (44%) of the respondent indicated that the level of education affect the Secondary School BMs competence to very large extent, 11 (22%) Large Extent, 04 (08%) Neutral Extent, 08 (16%) Small Extent while 05 (10%) indicated that the level of education does not affect School Board member competency in any way.

The one Head of the School interviewed were further asked to give explanation for their answers. The following were their explanations:

Education increase the level of understanding of the BMs, facilitates quality decision making, enables one to understand financial matters easily and also increase reliability and accountability according to their position in the school board. Further explained that the level of education enables them to understand financial concepts, makes them more knowledgeable on various education policies and current trends in management and also give them capacity to handle management and administration aspects.[Interview, Head of the School “G” 5th Jun 2017].

4.4.8 In-service training and competence for School Board Members

To find out the influence of in-service training on the competence of BMs, the researcher sought to find out whether the members of BMs had attended training on their duties and responsibilities of administration and management of the school board, the frequency of attendance of courses and the extent to which in-service training affect competence of BMs.

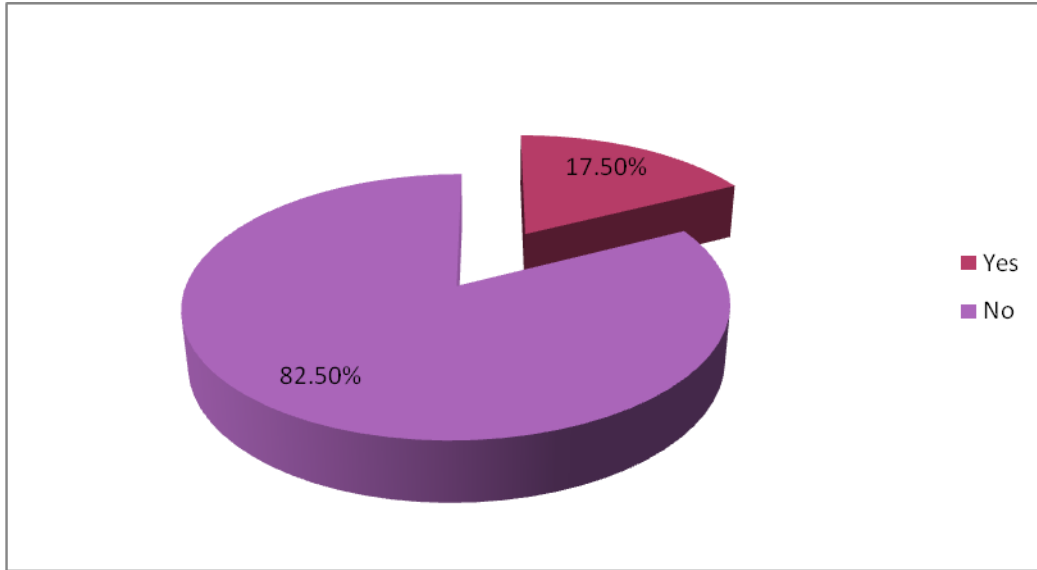


Figure 4.4 : Attendance of school board management training by BMs

Figure 4.4 shows that 07 (17.5%) of the respondents indicated that they had attended training on duties and responsibilities of the school board member in the first board meeting while 33 (82.5%) indicated that they had not attended such trainings. Okumbe (2007) argues that training implies the provision of specific skills to the middle and the lower cadre of workers. He added that all education managers regardless of their previous training or experience must be given further training and development because competence never last due to changes in the world of work.

In-service training equips one with skills, updates one with new knowledge and skills of school board management and administration trends, and gives one comprehensive knowledge on financial management and awareness on academic matters also the influence of board members to school and student better performance . [Interview, School Board Member. “E” , 9th Jun 2017].

4.4.9 Why you have chosen in that position

The respondents were asked by the researcher to indicate why they have chosen in that position. According the study respondent replies 33 (66%) out of 50 they chosen in that position according to their professional and occupation, Administration and leadership experience as well as level of education, 3 (6%) agree that they chosen in that position because they have high ability to influence others in making good decision in their community even in these community secondary school, 3 (6%) agree to be in that position because of good friendship relation with the school head teachers and final 11 (22%) agree to be chosen as a school board members because their children study in these communities secondary school in Sumbawanga District .

4.5.1 Influence of the experience as the Head Teacher on the School Board competence in administration

The interviewed were asked to indicate whether their experience as school managers influence the competence of school board in performing its duties and responsibilities.

Table 4.11 : Influence of school manager's experience on the school Board competence.

Response	Frequency	Percentage
Yes	42	84
No	08	16
TOTAL	50	100

Source : Research Data

Table 4.9 shows that 84% of the respondent interviewed agreed that the experience as school managers affect administration and management of the competence of community Secondary School Board Members in fulfilling their duties. Ngigi (2007) in a study on BoG effectiveness in Londiani District, found out that majority of the sampled BoGs were very experienced in their work, while a few of them were newly appointed and had little experience in school leadership. This may be attributed to their experience in the management of the schools.

As school managers increases competence as they are equipped with skills that were not acquired through training because board member are not aware of their responsibilities. So as school managers gives education to board member is importance so that they can participate fully in decision making and policy formulation because they are very importance as education stakeholders.[Focus group discussion; Education stakeholder “H” ”, 10th May 2017].

The district Educational Officer explained that *experience of the heads of the school makes them conversant with to do their duties because most of them have no any knowledge about school board responsibilities and duties also manager are responsible to instruct them on financial management aspect such as Budgeting, Accounting and Auditing. [”],12th May 2017].*

4.5.2 Experience as Head of the school to improve management competences in community Secondary school Board Member.

The respondent were asked to indicate whether their as school managers intervention strategies to improve competence to the BMs.

The findings presented in Table below 4.12.

Table 4.12 : Findings intervention strategies to improve competence to the Board Member

	Training and Development		Mentorship		Benchmark		Counselling	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Very Often	02	04	01	02	01	02	08	16
Often	02	04	03	06	03	06	17	34
Rarely	06	12	27	54	31	62	12	24
Very Often	24	48	13	26	11	22	08	16
Never	16	32	06	12	04	08	05	10
TOTAL	50	100	50	100	50	100	50	100

Source : Research Data

As data shown above the most of time the School managers in counselling and benchmark as intervention strategies to improve management competence because school board members do not realise their duties and responsibility so the heads of the school use more time to counsel and instruct them on how to perform their duties well.

4.6 Challenges that Limits the School Boards in Fulfilling their Obligations

The challenges facing the school boards in accomplishment of the assigned tasks and responsibilities includes low level of education, poor system school staffing, little

administrative capacities, little autonomy of the boards, poor nomination, election or selection of members of school boards and lack of orientation and training programs. These challenges are analyzed below as follows;

4.6.1 Level of education

The study indicates that school boards in local community schools, level of education is sufficient in school administrative matters.

Table 4.13 : How level of Education affect BMs

Response	Frequency	Percentages
Very Large Extent	19	38
Large Extent	26	52
Neutral	03	06
Small Extent	01	02
Very Small Extent	01	02
TOTAL	50	100

Source : Research Data

The respondent member were 50 on this section but 19 (38%) interviewed respondent respond to the Very Large Extent and 26 (52%) interviewed responding to Large Extent level of education affect much the performance of Communities secondary School board members in performing responsibilities and duties of the board and the influence of the school to perform well in academic activities. The table below gives more explanation about interviewers' views in frequency and percentage;

Administrative capacity and administration function especially in the academic issues need high level of understanding and ability to reasoning before making the decision.

But our school member board are not well prepared and have no clearly definition of their roles and their responsibilities not only that but also the selection of the board members does not base on education factors most of the board members especially in rural areas are standard seven and few of them are form four and others appointed to be a school board according to economic status and friendship background with these local Secondary Heads of the school.[Interview heads of school “I”], 16th May 2017].

4.6.2 Involvement of School Board in School Staffing

The findings which show how the school board members involving in staffing process.

Table 4.14 ; Involvement of Board in Staffing

Response	Frequency	Percentage
Strong Agree	02	04
Agree	05	10
Neutral	04	08
Disagree	23	46
Strong Disagree	16	32
TOTAL	50	100

Source : Research Data

The findings show that 39 (78%) of the interviewed respondents disagreed on the subject matter which shows that in most cases employment of staff members like school teachers are provided directly from the government. As a result, teachers might be not aware of the members of their school boards for several months and even a name of the chairperson. The head of schools and management teams at school alone are writing proposals for new teacher requirements in schools.

In the interview one of the respondent adding that *its better the government to employ the teacher who some time understanding the environment and the whole geographical area so that the society to be familiar with these teachers and to work with them more cooperative manner because some time these board member fail to give more cooperation because they fell inferiors to these Head teachers.*

4.6.3 Administrative Capacities of the Community Secondary School Boards.

The table below shows the findings of administrative capacities of members of school boards;

Table 4.15 : Administrative Capacities of Community Secondary School Boards

Response	Frequency	Percentage
Agree	11	22
Neutral	03	06
Disagree	36	72
TOTAL	50	100

Source : Research Data

The study indicates that school boards in local community schools have no sufficient administrative capacity to the extent of supporting the school administrative matters. The results proved by 36 (72%) respondents interviewed on the subject matter that school boards has administrative capacity to a small extent which lessen the effort of school progress because most of the administrative issues are done by school management. The statement was greatly supported by education analyst as follows;

In fact, school boards serve as important opportunity through which their respective interests are articulated to the school administration. Lack of viable school boards with high management and administrative skills presents a communication problem between the various groups and the need of increased numbers of student's performance in schools especially the local community schools. Also the administrative capacities of community secondary school board in Tanzania are influenced by few members such as Heads of school, DEOs and REOs [interview, Education Analyst from REO office, 19th May 2017].

4.6.4 Autonomy of School Boards in School Administration

The study pointed out that most of the administrative issues in schools are done by the head of schools without involvement of members of the school boards.

Table 4.16 : Autonomy of School Boards in School Administration

Response	Frequency	Percentage
Strong Agree	04	08
Agree	10	
Neutral	03	06
Disagree	26	52
Strong Disagree	12	24
TOTAL	50	100

Source : Research Data

The members of school boards often approve such decisions without concrete analysis and reasoning. The findings proved by 26 (52%) interviewed respondents who disagreed

and 12 (24%) strongly disagree about the autonomy of the board in school administration.

4.6.5 Democratic Nomination of Members of School Boards

The study findings revealed that nomination of members of school boards is not democratic.

Table 4.17 : Democratic Nomination of Members of School Boards

Response	Frequency	Percentages
Strong Disagree	03	06
Agree	09	18
Neutral	01	02
Disagree	24	48
Strong Disagree	13	26
TOTAL	50	100

Source : Research Data

The board members are nominated, elected or selected by the head of schools without involving the local community members. Thus the result indicates that not easy for the school board to be part and parcel of the community suggestion because will be fulfilling the head of school decision and no room to comment the decision. The findings proved by 13 (26%) interviewed respondents who disagreed strongly and 24 (48%) about the subject matter.

A member of a certain school board said the following when interviewed to explain the state of community participation to nominate, elect or select the members of school board;

There is no rational criterion in nominating a representative member of the board among the large community members. Members are nominated by the head of schools without involving the interested group and beneficiaries who are community members as a whole. Besides, most of the members of the boards are nominated in terms of friendship and loyalty of the members of the boards to heads of schools [Interview, Member of school board “F”, 22nd May 2017].

4.6.6 Orientation and Training Programs to Members of the School Boards

The study revealed that most of the community school boards have attended neither orientation nor training on their roles and responsibilities.

Table 4.18 : Orientation and Training Programs to Members of the School Boards

Response	Frequency	Percentage
Strong Agree	00	00
Agree	05	10
Neutral	06	12
Disagree	20	40
Strong Disagree	19	38
TOTAL	50	100

Source : Research Data

This situation is one of the fundamental challenges to members of many school boards, leaving them passive in school board meetings part of their responsibility without affecting the school management plan. The stated result 20 (40%) respondents

interviewed on the subject matter respond to disagree and 19 (38%). The following table shows the results in a more definite manner;

Therefore, most of the members of school boards become incapable to accomplish their intended tasks accordingly as expected, hence providing a loophole to the heads of schools to dictate in stipulation of managerial and administrative issues. The study facts provided by 42 (84%) respondents interviewed about the subject matter disagreed up on presence of orientation courses and attendance in training programs on school board matters. In Addition, to establish the challenges community secondary School Board Members management and administration correlation with good academic performance, the respondents were asked to add more challenges facing them. The respond or mentioned the following challenges: Low level of education among members of school board many of them are standard seven especially in the rural area, lack of fund for conducting school board meeting, dishonesty and selfishness of some school managers, political interference, inadequate or lack of training development administration and financial management, lack of strategic planning in developing capacity and level administration management and leadership in Education management , lack of mentorship programs and lack of clear policy to motivate the BMs in fund payment in school board meeting in public schools. The results were in line with the findings of a study done by Kuria (2007) who found that BoGs had inadequate skills in budgets presentation and administration. However, they were expected to offer supervisory services regardless of their ignorance in school finances. Lack of knowledge and skills was therefore perceived to be a major drawback in the competence of school board in the management of finances and administration in secondary schools.

Now days we fall to call board meeting because there is no fund to pay these school board members because government do not indicate in the school capitation school board budget for conducting the meeting because before the free education policy any school board meeting members receive little money for transport due to some of member came from different scattered area and other money used to prepare food for these members but now days no such thing, this lead some time members fail to attend that meeting(heads of school).

4.7 Summary of the Chapter

This chapter has been an account of the presentation of findings, analysis and discussion of research findings. The findings have revealed the correlation with research problem, having been complied with the research objectives and research questions. The next chapter was focused on providing the summary of the study, drawing conclusions and making recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings of the study as analysed and presented in the previous chapters. The chapter is organized into two major sections which are conclusion and recommendation.

5.2 Summary of the Study

This study has been meant to assess the managerial capacities of community secondary school boards in improving performance of schools in Tanzania basing on practice, experience and challenges with the case study of Sumbawanga district. Three research questions were set to accomplish the purpose of which the first question was intended to determine the extent to which the school boards are familiar with their duties and responsibilities that they perform. The second research question aimed at exploring the extent to which experience as School Managers influences BMs competence in board management in public secondary schools while the last research question was constructed to examine the challenges facing the school boards in fulfilling their duties of school management and administration skills in particularly that of the community secondary schools in Tanzania case study in Sumbawanga District.

To achieve the purpose of the study, content survey and case study research design was used. Both qualitative and quantitative methods of data collection were employed. Different common data collection tools such as questionnaires, interviews and document

reviews to obtain data from different sources relevant to the study were used. In conducting the interviews the researcher discussed with various members of school boards as well as other stakeholders. The study included fifty (50) respondents of which 40 were members of the school boards, 2 school inspectors and 3 education officials from the district education office, 2 regional education officials as well as other 3 education experts from the government and non-governmental organizations. The data collected was edited and coded before entering in SPSS program and analyzed using frequencies, percentages and graphs.

5.3 The Main Findings of the Study

This section presents the summary of the findings of the study as per the objective of the study. The findings were presented to mark the following stated specific objectives;

To identify the essential competencies of school boards in community secondary schools in Sumbawanga District.

To examine experience skills as school managers influences school boards competence in fulfilling their duties and responsibilities in community secondary schools performance in Sumbawanga District.

To examine the challenges that limits the school boards competencies in fulfilling their obligations in community secondary schools performance in Sumbawanga District.

5.3.1 The Essential Competencies of School Boards

Furthermore the board should focus on what is best for all students; they should focus on students' achievement and implementing policies that will ensure success for all

students, Advocacy at the local, regional and national level for public education; thus, the boards should take advantage of opportunities to communicate the needs of public schools to other levels of government and advocate for strong public schools. The study findings revealed that among of the school board is general school evaluation which involves the decision towards school progress academically and economically but the results support it negatively that most of school boards members do not have knowledge about responsibility that evaluation is part and parcel towards improving school improvement so the result supported by 34 (68%), Out of the respondents interviewed 36 (72%) respondents said that most of the members of the local community school boards are not active participators during decision making, relying their decisions proposed by head of schools when approving the decisions.

The results indicate out of 50 respondents interviewed 39 (78%) respondents proved that school board members are involved in overseeing the school budget but they not competent concerning budget skills, this indicate budget planning is among of the strongly part of the school board responsibility thus the result indicate positively that school board members are involved in budget planning which enhance the school progress both economically. Other factors which essential to the school board in performing their activities are policy setting, school planning, and leadership direction. Governing bodies are an integral part of school leadership, setting the ethos of the school, driving continuous improvement, supporting, challenging and holding to account the head teacher and other members of the school leadership team by negotiating stretching targets for improvements in standards, and monitoring progress towards them.

5.3.2 The experience skills as school managers influences school boards competence in fulfilling their duties and responsibilities in community secondary schools

This study argues that school leadership should be seen as the influence that is coming from, and exercised by, a range of individuals within the organization. Effective leadership is accepted as a key constituent in the improvement of teaching and learning. This study argues that on the influence of the experience of the school managers on the competence of community secondary school boards, the study found that 42 (84%) of the respondent interviewed agreed that their experience as school managers affect administration and management of the competence of community Secondary School Board Members. This was evidenced by the fact that experience as school managers increases competence as they are equipped with skills that were not acquired through training and that it makes them conversant with their duties, administration, leadership and management of school administration as well as financial affairs.

Through sharing experience from the Head Teachers board members equips one with skills, updates financial management trends, gives comprehensive knowledge on leadership and management, builds up capacity of the BMs in performing well their duties and responsibilities in management and widens the scope of understanding on critical areas in secondary education management. The skills are learnt through interaction among board members and sharing of experiences and to provide good administration and management and fulfill external requirements. We need head teacher who can provide leadership by influencing teaching and learning activities to gain

teachers' respect and obedience and the school board of management for good governance

Good leadership and management of the school were identified as important factors to achieve the school's educational purpose. But head teachers seems to have poor collaboration with the community through the School Board of Management (BOM) illustrated that school leadership seemed to play a key role in shaping certain types of inappropriate educational processes in this rural setting. It can be concluded that the principal and the BMs were not cooperatively working and making school level decisions. There was a level of ignorance about the administration and leadership matters and financial issues and school expenditure of some board members. Yet the irregularity of BMs meetings has implications for accountability of school funding from both government subsidies and community contributions in Sumbawanga District. The head teacher of the school must look at the issues that affect teachers, school and community and provide guidance to the school board of management to address problems at the institutional level. They have the responsibility and the mandate to work with the school board and have the authority to deal with school problems as they occur, such as those problems affecting children's learning.

5.3.3 Challenges Limiting the Boards Competencies in Fulfilling their Duties

The challenges that hinder the school boards competencies in fulfilling and accomplishment of their obligations have been explored. The study revealed that among of the challenges which face school board to fail in attaining their responsibility interviewed response is low level of education 45 (90%), poor involvement during

school staffing 39 (78%), lack of administrative capacity 36 (72%), lack autonomous of school board in decision making 38 (76%), lack of democratic selection of school board 37 (74%) and lack of orientation and training program for new board member. Thus such kind of mentioned challenges leads to decrease the effort of the school board towards improving school progress.

In Addition, to establish the challenges community secondary School Board Members management and administration correlation with good academic performance, the respondents were asked to add more challenges facing them. The response or mentioned the following challenges: Low level of education among members of school board many of them are standard seven especially in the rural area, lack of fund for conducting school board meeting, lack of commitment among school board member, dishonesty and selfishness of some school managers, political interference, inadequate or lack of training development administration and financial management, lack of strategic planning in developing capacity and level administration management and leadership in Education management , lack of mentorship programs , lack of clear policy to motivate the BMs in fund payment in school board meeting in public schools. And lack of professional experience shapes board member capacity as well. Rather surprisingly, board members whose professional background is in public education (former teachers or other school-system employees) are less knowledgeable about district conditions than their counterparts who are not former educators. Low level of education associated with poor professional competence in financial, managerial, or administrative area on school practices to most of the board members. Most of the members of the school boards are not competent enough to accomplish most of the skill-demanding roles like planning and

budgeting. Inadequacy of financial resources was pervasive in either case, constraining successful implementation of school development plans. Ineffective nominating system has also seemed to be the vast problem. Absence of the nominating committees lead to poorly organized members of the school boards who in turn are not likely to have a good understanding of the schools and their roles as school board directors. Instead, most of the members remain loyal to the heads of schools mission and vision as the one who nominated them. Lack or little emphasis put on orientation and training sometimes makes it difficult for the members of the board to work together harmoniously, lack of comprehensive knowledge on school administration and management, and fails to builds up capacity of the board members in financial management and widens the scope of understanding on critical areas in financial management. Although many heads of schools have long years of experience, the participative and democratic experience may prepare them for this changed situation.

More than anything, what we take from this study is that the members of the school board and their attitudes do matter and therefore it's important to take seriously who gets elected and how that is done. Most board members are neither ill-informed nor incapable of leadership. Regrettably, however, that's not true of all. As the public education enterprise debates structural reforms and governance innovations, we should also be working to get the best results that we can from the structures that most communities have today, which means getting the very best people elected to school boards. Absent knowledgeable, committed, achievement-centered (and "moderate") board members, many of the students will leave school having learned less than they should for their own or the country's good.

5.4 Conclusion

It has been evidenced that local community school management does not apply a paradigm shift system which creates a room for all stakeholders including the local community members to take active part in decision making on matters concerning the school prosperity towards selecting the school board. Thus, school management does not involve local community in some matters concerning academic progress. The challenges facing school governing bodies have been identified. These include low level of education among school board member, lack of orientation and training about leadership and management skills, inadequate skills in budgeting and financial issues, lack of autonomy in decision making, and poor participatory with the local community members on school administrative matter and academic affairs. The causes of these challenges have been identified through observation, and interviews question from sampled schools. Furthermore the failure of the government to have a special fund for running school boards, now days some school board fail to conduct meeting as required. This lead some school board member to resign their position and school managers conduct all administrative activities without any consultation from school board member because school board became inactive.

5.5 Recommendations

Basing on the findings of the study, analysis and discussion, the following recommendations are made so as to concerning the effective and efficient functioning of the community secondary school boards. The recommendations made are for action and for further studies as follows;

5.5.1 Recommendations for Action

Capacity building is required to enhance the current status of effectiveness of the school boards. Proposed members should be well nominated by strong nominating committee and trained enough to address education issues openly and be accountable to the community for the performance of local community's schools by establishing systems and processes to monitor results, evaluates the school system's progress toward accomplishing the schools' mission, vision and communicates that progress to the local communities in order to ensure personnel, school programs and fiscal accountability.

Government should realize that School Board are very crucial part for community secondary school they are responsible to plan and to have the special budget for school board especially in period of conducting meeting because they can't do their responsibilities and duties without motivate them. So it's better the government to have special budget for school board through school capitation from central government budget so that to make these communities secondary school board to be active in collaborate well in management and administration of schools.

Every head of school should make sure that they provide all the necessary support to the board of school so that the boards' work becomes autonomy in order to improve school development progress especially in planning and decision making process of the schools.

5.5.2 Recommendations for Further Research

This study was conducted in Sumbawanga district in Rukwa region; hence it was not possible to generalize the findings country wise. Therefore, comprehensive studies on

school boards in Tanzania should be conducted to cover a wide study area and should incorporate the private and pure government schools in order to allow generalizations for the whole country.

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APENDICES

Appendix I

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

Kawawa Road, Kinondoni Municipality,
P.O.Box 23409
Fax: 255-22-2668759,
Dar es Salaam, Tanzania
<http://www.out.ac.tz>
[tp://www.out.ac.tz](http://www.out.ac.tz)



Tel: 255-22-2666752/2668445
Ext.2101
E-mail: drps@out.ac.tz
Date: 3/31/2017

District Executive Director
Sumbawanga District
P.O.Box
Sumbawanga
Rukwa

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. Mlimbi Aman, REG. Number PG201400316 pursuing Master of Education in Administration, Planning and Policy Studies. We hereby grant this clearance to conduct a research titled "*An assessment of effectiveness of Community Secondary Schools Boards towards Student Performance in Rukwa*". He will collect his data at Sumbawanga District in Rukwa Region from 04/10/2017 to 05/10/2017.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thanks you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

Amani Mustapha Mlimbi,
P. O. Box 204,
Sumbawanga – Rukwa.

27/04/2017

District Executive Director,
Sumbawanga District Council,
P.o Box 229,
Sumbawanga

Dear Sir,

RE: REQUESTING FOR PERMISSION TO CONDUCT RESEARCH
DISSERTATION STUDY IN YOUR DISTRICT

Refer the heading above. I am the student from the Open University of Tanzania Rukwa Center, Pursuing Masters Degree of Education Administration, Planning and Policies Studies. I request your permission to collect data concerning my research dissertation study on *an Assessment of Effective of Community Secondary School Board toward Student Performance* in ten community Secondary Schools in your District which are Miangalua, Uchile, Lusaka, Kwela, Mpui, Mzindakaya, Makuzani, Vuma Unyiha and Mazoka and other Education stakeholders in your Council.

I have attached copy of Research Clearance letter from Directorate of research, Publication and Postgraduate Studies from Open University of Tanzania

Your Sincerely,

Mlimbi Amani M

SUMBAWANGA DISTRICT COUNCIL

(ALL CORRESPONDENCE TO BE ADDRESSED TO THE DISTRICT EXECUTIVE DIRECTOR)

RUKWA REGION

TEL: 025 - 2802133

FAX: 025-2800301

Email ded-sba@rukwa.go.tz



P.O.BOX 229
SUMBAWANGA
TANZANIA

Ref. No. SDC/EDS/PF.540/18

8th May, 2017

Aman M. Mlimbi,
P. o Box 204,
SUMBAWANGA.

**Re: REQUESTING FOR PERMISSION TO CONDUCT RESEARCH
DISSERTATION STUDY IN OUR DISTRICT**

Please refer to your letter dated 27 April, 2017 with the heading above.

I am glad to inform you that the request concerning your research dissertation study in our District has been accepted.

Sincerely yours,


E. Fungo

**FOR DISTRICT EXECUTIVE DIRECTOR
SUMBAWANGA**

Copy: District Executive Director,
P. O. BOX 229,
SUMBAWANGA. (To be seen in the file)

Appendix II

Head Masters/Head Mistress Questionnaire

My name is *Amani Mlimbi*, a postgraduate student at Open University of Tanzania. I am doing a study aimed to *assess effectiveness of Community Secondary Schools Boards towards Student Performance in Rukwa*’. With greater focus on practice, experience and challenges of community secondary schools board. It is a case study of community secondary schools in Sumbawanga district. As an education stakeholder and a vital part in this study, you are requested to complete the questionnaire by providing genuine responses about each question in the spaces provided. The information provided in this study will be treated in the strictest sense possible. Hence, feel free to respond to these questions as they are not aimed at implicating any one for expressing his or her views.

Please do not write your name. Use a (✓) where appropriate and where no choices are provided, write your responses in the spaces provided. Thank you for accepting to fill this questionnaire.

Section A: Personal Data /Institution Data

1. What is your Gender? Male [] Female []
2. Please indicate your Age in years 22-30 [] 31-40 [] 41-49 [] 50 and above []
3. How long have you served as a head teacher 1-5 [] 6-10 [] 11-15 [] 16-20 []
Above 20 []

4. Educational qualification: (Tick as appropriate)

Primary School [] Ordinary Secondary School (Form Four)[] Advanced Secondary School (Form Six) [] Diploma[] Advanced Diploma [] University []

5. What is your position in the School Board? Chairman [] Treasurer [] Executive committee Member []

6. How long have you been a head teacher in the current school 1-5 [] 6-10 [] 11-15 [] 16-20 [] Above 20 []

S/ N		1	2	3	4	5
1	The members of school board are competent in management and leadership direction					
2	Always members of the school board participate in school policy setting					
3	Participation of school board during decision making process is high					
4	The members of school board understand evaluation as among of their responsibility					
5	Competence of members of the school board towards budget skills is high					
6	School plans are strong enough in helping the members of school board in building their capacity					

7. Total number of students in the school Male [] Female []

8. Number of teachers in the school Male [] Female []

Section B: To Determine the Potential Competencies of School Boards in Tanzania

7. Please tick in the table below the number that best describes your perception. Each number is presented by statement as shown below;

1 - Strongly agree, 2 – Agree, 3 – Neutral, 4 – Disagree, 5 - Strongly disagree

Section C: Influence of the experience as School Managers on the competence of Communities Secondary School Board Members

8. Do you think the experience of the school managers affect the competence of school Board Member? Yes [] No []

Briefly explain your answer? _____

9. How would you rate yourself experience as the school manager on influencing School Board Members in the following aspects of financial management?

Aspect	Excellent	Very Good	Good	Poor	Very Poor
Budgeting					
Accounting					
Auditing					

10. How as the management often does your school use the following intervention strategies to improve management competencies Community Secondary School Board Member?

Indicate your preferred choice using (√) in the table below A – Very often B - Often C - Rarely D - Very Rarely E – Never

	A	B	C	D	E
Training & Development					

Mentorship					
Benchmark					
Counselling					

Section D: Challenges facing the competence of Communities Secondary School Board

Members Management

S/N		1	2	3	4	5
1	Education level					
2	Involvement of school board during school staffing is mandatory					
3	Administrative capacity and management experience of community secondary school board is high					
4	Autonomy of the school board in school administration is considered					
5	Democratic nomination, election or selection of members of school boards is adhered					
6	Orientation and training programs to members of the school boards is provided (In-Services Training)					

11.

To what extent do the following factors affect the competence of Communities Secondary School Board Members in fulfilling their obligation in the management?

Indicate your preferred choice using (✓) in the table below.

1 - Very Large Extent, 2 - Large extent, 3 – Neutral extent, 4 - Small extent,
5 – No Effect at all

To Explore the Challenges that Limits the Boards in Fulfilling their Obligations

12. What are the challenges facing of Communities Secondary School Board Members
in financial management in schools?

13. What would you recommend to be done to improve the effectiveness and
competence of Communities Secondary School Board Members in management and
students performance?

Appendix III

Members of School Board Questionnaire

My name is *Amani M Mlimbi*, a postgraduate student at Open University of Tanzania. I am doing a study aimed to *assess effectiveness of Community Secondary Schools Boards towards Student Performance in Rukwa*'' with greater focus on practice, experience and challenges of the community Secondary School Board. It is a case study of community secondary schools in Sumbawanga district. As an education stakeholder and a vital part in this study, you are requested to complete the questionnaire by providing genuine responses about each question in the spaces provided. The information provided in this study will be treated in the strictest sense possible. Hence, feel free to respond to these questions as they are not aimed at implicating any one for expressing his or her views.

Please do not write your name. Use a (✓) where appropriate and where no choices are provided, write your responses in the spaces provided. Thank you for accepting to fill this questionnaire.

Section A: Personal Data

1. What is your Gender Male [] Female []
 2. What is your Age in years 22-30 [] 31-40 [] 41-49 [] 50 and above []
 3. Educational qualification: (Tick as appropriate)
- Primary School [] Ordinary Secondary School (Form Four)[] Advanced
Secondary

School (Form Six) [] Diploma [] Advanced Diploma [] University []

4. What is your position in the School Board? Chairman [] Treasurer []

Executive committee Member []

5. How many years have you been member of School Board in this school? 1 – 3 []

4-6 [] 7-9 [] 10-12 [] Over 13 []

6. How often do you meet as School Board Members?

S/N		1	2	3	4	5
1	The members of school board are competent in management and leadership direction					
2	Always members of the school board participate in school policy setting					
3	Participation of school board during decision making process is high					
4	The members of school board understand evaluation as among of their responsibility					
5	Competence of members of the school board towards budget skills is high					
6	School plans are strong enough in helping the members of school board in building their capacity					

Once a month [] Once a term [] Once a year [] Only when there is an emergency

[] Any other (Specify) _____

Section B: To Determine the Potential Competencies of School Boards Member in
Communities Secondary School

7. Please tick in the table below the number that best describes your perception. Each number is presented by statement as shown below;

1 - Strongly agree, 2 – Agree, 3 – Neutral, 4 – Disagree, 5 - Strongly disagree

10. How competent are the Communities Secondary School Board Members have in student's management in school?

Very Competent [] Competent [] Incompetent [] Very Incompetent []

11. To what extent do you think the level of education affect the Competence School Board Members student's management in school?

Very Large extent [] Large extent [] Neutral extent [] Small extent [] No extent at all []

Briefly explain your answer?_____

12. Have you attended any training on school Board Management? Yes [] No []

If your answer is yes, how often do you attend courses on School Board management?

Very often [] Often [] Rarely [] Very Rarely []

13. Why do you think you were appointed to your current position?

Section C: Influence of the experience as School Managers on the competence of the School Board Members

14. Do you think the experience of the school managers affect the competence of School Board Members on management? Yes [] No []

Briefly explain your answer? _____

15. How would you rate yourself on the following aspects of financial management?

Aspect	Excellent	Very Good	Good	Poor	Very Poor
Budgeting					
Accounting					
Auditing					

16. How does your school use the following intervention strategies to improve management competencies School Board Member?

	A	B	C	D	E
Training & Development					
Mentorship					
Benchmark					
Counselling					

Indicate your preferred choice using (√) in the table below A – Very often B - Often C - Rarely D - Very Rarely E – Never

Section D: Challenges facing the competence of Communities Secondary School Board Members Management

17. To what extent do the following factors affect the competence of Communities Secondary School Board Members in fulfilling their obligation in the management?

Indicate your preferred choice using (√) in the table below.

1 - Very Large Extent, 2 - Large extent, 3 – Neutral extent, 4 - Small extent, 5 – No Effect at all

To Explore the Challenges that Limits the Boards in Fulfilling their Obligations

S/N		1	2	3	4	5
1	Education level					
2	Involvement of school board during school staffing is mandatory					
3	Administrative capacity and management experience of community secondary school board is high					
4	Autonomy of the school board in school administration is considered					
5	Democratic nomination, election or selection of members of school boards is adhered					
6	Orientation and training programs to members of the school boards is provided (In-Services Training)					

18. What are the challenges facing Communities Secondary School Board Members in management of communities secondary schools?

19. What would you recommend to be done to improve the management of Communities Secondary School Board Members

Additional question to respondent:

What is your stand regarding the administrative capacities of community secondary school boards in Tanzania?

Thank you very much for your time and cooperation

Appendix IV

FOCUS GROUP DISCUSSION GUIDING QUESTIONS

My name is *Amani Mlimbi*, a postgraduate student at Open University of Tanzania. I am doing a study aimed to *assess effectiveness of Community Secondary Schools Boards towards Student Performance in Rukwa*’. With greater focus on practice, experience and challenges of community secondary schools board. It is a case study of community secondary schools in Sumbawanga district. As an education stakeholder and a vital part in this study, you are requested to complete the questionnaire by providing genuine responses about each question in the spaces provided. The information provided in this study will be treated in the strictest sense possible. Hence, feel free to respond to these questions as they are not aimed at implicating any one for expressing his or her views.

Please do not write your name.

What are the duties and responsibilities of an effective member of the community secondary school board?

As education stakeholders, what are the characteristics of a required member of the community secondary school board?

As education stakeholders, what do you think the experience of the school managers affect the competence of School Board Members on management?

What are the challenges facing the community secondary school boards in accomplishing their responsibilities?